



The Sisulu-Walker Charter School of Harlem

Annual Report

2008-2009

Chair
Martez Moore

Principal
Karen Jones

The State Education Department
The University of the State of New York

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2008- 2009

Charter School Information and Cover Page

Name of Charter School **The Sisulu-Walker Charter School of Harlem**

Address **125 West 115th Street**

New York, NY 10026

Telephone **(212) 663-8216** Fax **(212) 866-5793**

BEDS # **310300860804**

District/CSD of Location **NYC CSD 5**

Charter Entity **Charter Schools Institute**

Head of School (Contact Person) **Karen Jones**
(print name)

E-mail address of contact person **[REDACTED]**

President, Board of Trustees **Martez Moore**
(print name)

E-mail address and Phone Number of Board President **[REDACTED]**

Student Assessment Data

Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2008-09 Annual Report

Name of Charter School: Sisulu-Walker Charter School of Harlem

Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09	0.0%	5.6%	85.2%	9.3%	2.0%	19.6%	70.6%	7.8%	0.0%	20.9%	72.1%	7.0%
2007-08	0.0%	13.2%	69.8%	17.0%	0.0%	22.2%	72.2%	5.6%	School was K-4			
2006-07	7.5%	26.4%	64.2%	1.9%	School was K-3				School was K-3			
2005-06	School was K-2, 5				School was K-2, 5				3.3%	23.3%	55.0%	18.3%

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09	0.0%	0.0%	70.9%	29.1%	0.0%	0.0%	37.7%	62.3%	0.0%	7.1%	59.5%	33.3%
2007-08	0.0%	1.9%	65.4%	32.7%	0.0%	1.9%	63.0%	35.2%	School was K-4			
2006-07	0.0%	1.8%	71.9%	26.3%	School was K-3				School was K-3			
2005-06	School was K-2, 5				School was K-2, 5				15.0%	13.3%	61.7%	10.0%

Accountability Plan

ACCOUNTABILITY PLAN

Sisulu-Walker Charter School of Harlem

For Use In School Years 2005–06 through 2009–10

(Retroactive to 2005–06, effective through the penultimate year of the charter)

Mission Statement

The mission of The Sisulu-Walker Charter School of Harlem is to prepare K-5 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.

I. Goals Relating to the School's Academic Success

Academic Attainment & Improvement Goals¹

Goal 1: All students at the school will become proficient in reading and writing of the English language.

Measure 1: Absolute Proficiency

- a. Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two² or more years will perform at or above Level 3 on the New York State English Language Arts (ELA) Assessment.
- b. Each year, the school's aggregate³ Performance Index on the State ELA exam will meet or exceed the Annual Measurable Objective set forth in the state's No Child Left Behind (NCLB) school accountability system.

Measure 2: Comparative Proficiency

- a. Each year, the percentage of students who have been continuously enrolled in the school for two² or more years and who perform at or above Level 3 on the State ELA Assessment will be greater than that of the local school district⁴.
- b. Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.⁵

Measure 3: Value Added to Student Learning

Each year, grade-level cohorts of the school's students will reduce by one-half the gap between their baseline performance⁶ and the CSI-required objective⁷ on the State ELA Assessment. If a cohort's baseline performance was above the objective, the cohort will increase its performance on the next administration.

¹ These goals correspond to CSI Charter Renewal Benchmark (Version 1.1) 1A.

² A student will be considered enrolled for two or more years if he enrolled on or before the first Wednesday of October of the school year prior to that of the test.

³ Aggregate, meaning for all students in the school, not disaggregated by grade or any other factor.

⁴ "District" is defined as Community School District 5 within the New York City School District, the adjacent district with student demographics substantially similar to that of the school.

⁵ In its Accountability Plan K-8 Template (March 2006), CSI describes this as follows: "This complex and fair statistical analysis utilizes demographic and state assessment data, which gives schools an opportunity to see where they stand compared to demographically similar schools across the state. The analysis is conducted by CSI staff and presented to the school for incorporation into the annual Accountability Plan Progress Report."

⁶ "Baseline performance" on the State ELA assessment is defined as the percentage of students scoring at or above Level 3 on the previous year's administration.

⁷ The "CSI-required objective" is defined as 75 percent of students scoring at or above Level 3.

Goal 2: All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

Measure 1: Absolute Proficiency

- a. Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two² or more years will perform at or above Level 3 on the New York State Mathematics Assessment.
- b. Each year, the school's aggregate³ Performance Index on the State Math exam will meet or exceed the Annual Measurable Objective set forth in the state's No Child Left Behind (NCLB) school accountability system.

Measure 2: Comparative Proficiency

- a. Each year, the percentage of students who have been continuously enrolled in the school for two² or more years and who perform at or above Level 3 on the State Mathematics Assessment will be greater than that of the local school district⁴.
- b. Each year, the school will exceed its expected level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.⁵

Measure 3: Value Added to Student Learning

Each year, grade-level cohorts of the school's students will reduce by one-half the gap between their baseline performance⁸ and the CSI-required objective⁹ on the State Mathematics Assessment. If a cohort's baseline performance was above the objective, the cohort will increase its performance on the next administration.

⁸ "Baseline performance" on the State Mathematics assessment is defined as the percentage of students scoring at or above Level 3 on the previous year's administration.

⁹ The "CSI-required objective" is defined as 75 percent of students scoring at or above Level 3.

Goal 3: All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

Measure 1: Absolute Proficiency

Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two² or more years will perform at or above Level 3 on the New York State Science Assessment.

Measure 2: Comparative Proficiency

Each year, the percentage of students who have been continuously enrolled in the school for two² or more years and who perform at or above Level 3 on the State Science Assessment will be greater than that of the local school district⁴.

Goal 4: All students at the school will demonstrate competency in the understanding and application of social, geographical, civic and world studies.

Measure 1: Absolute Proficiency

Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two² or more years will perform at or above Level 3 on the New York State Social Studies Assessment.

Measure 2: Comparative Proficiency

Each year, the percentage of students who have been continuously enrolled in the school for two² or more years and who perform at or above Level 3 on the State Social Studies Assessment will be greater than that of the local school district⁴.

Goal 5: The school will demonstrate academic success by making adequate yearly progress as required by NCLB

Measure 1

Each year, the school will be designated in “Good Standing” under the Federal Title I component of the state’s “school accountability system.”

Accountability Plan Progress Report

**The Sisulu-Walker
CHARTER SCHOOL**

**2008-09
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 1, 2009

By Karen W Jones, Principal
on behalf of
The Board of Trustees

125 West 115th Street
New York, New York 10026
212-663-8216p 212-866-5793f

Karen W Jones has prepared this 2008-09 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Mr. Martez Moore	Board Chairperson
Mr. Kenneth McRay	Finance Committee
Ms. Minnie Goka	Academic Committee
Mrs. Hilary Strong	Development Committee
Mr. William Allen	Real Estate Committee
Mr. James d'Auguste	Governance & Legal Affairs
Ms. Tanya McCoy-Terry	Real Estate Committee Member

INTRODUCTION

The Sisulu-Walker Charter School of Harlem opened September 8, 1999 as a realized vision for students in grades K-5, living in and around Central Harlem. The mission of Sisulu-Walker is to prepare our students for matriculation to outstanding public, private and parochial middle and high schools by nurturing their intellectual, emotional, artistic and social development. Our School is accomplishing this by offering a rigorous and challenging academic curricula taught by a highly prepared and committed cadre of professional educators. Our School serves 270 students, which represent the diverse community in which we are located, including Caribbean-American, African, Asian, Hispanic, and African-American students.

Our School's instructional objectives focus on literacy and project-based learning, including the use of learning centers and work stations highlighting our approach to differentiation. Beginning in Kindergarten, we set high expectations for all of our students and encourage strong parental and community involvement.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2005-06	60	54	54	0	0	60	228
2006-07	76	53	54	56	0	0	239
2007-08	28	79	50	51	54	0	262
2008-09	0	27	80	56	54	45	262

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students enrolled in the Sisulu-Walker Charter School of Harlem will become proficient in reading and writing the English language, scoring on the State ELA assessment at least 75% for 3-5 grade students.

Background

In the 2008- 2009 school year, we no longer received the Reading First Grant and therefore did not have all the resources to implement the program in the same way as we had when funding was available. There was less coach-focused support. We did identify writing as an area that needed focus and as a result we did see improvement for all our children in the area of writing. Students were able to use what they had learned to demonstrate improved vocabulary usage and organization of ideas. They were able to respond to specific topics with clarity and a developed thought process.

In our NYS ELA and mathematics results we met and /or exceeded the benchmarks set by our accountability plan. In a review of our DIBELS data, we have concluded that our students need additional support in the area of oral reading fluency and will focus on this in the coming school year. We will provide more opportunity for students to read aloud and with that focus on their vocabulary development.

We have agreed to work to make our school's professional development program more aligned to teacher needs and to differentiate our approach with a focus on supporting new teachers and providing other teachers with an opportunity to self identify topics for support and development by creating study teams.

We also will continue to focus on developing our capacity to look at student data and student work to assess progress and to identify specific areas in need of support so that we are able to assist all students in the learning process.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

Method

The school administered the New York State Testing Program English Language Arts (ELA) assessment to students in grades 3 through 5 in January 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

2008-09 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	54	0	0	0	54
4	51	0	0	0	51
5	43	0	0	0	43
All	148	0	0	0	148

Results

The following table presents the state English language arts test results for all students and for those students enrolled in at least their second year in 3rd through 6th grade.

Overall 89.1% of students enrolled in at least their second year achieved Level 3/4 on the NYS ELA exam.

Charter School Performance on 2008-09 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0	6	85	9	94	54
	Students in At Least 2 nd Year	0	0	91	9	100	40
4	All Students	2	20	70	8	78.4	51
	Students in At Least 2 nd Year	2	13	76	9	84.1	44
5	All Students	0	21	72	7	79.1	43
	Students in At Least 2 nd Year	0	16	78	6	82.9	35
All	All Students	2	15	75	8	84.5	148
	Students in At Least 2 nd Year	2	9	81	8	89.1	119

Evaluation

Our Accountability Plan sets our minimum goal at 75% of our students scoring at levels 3 and 4 in ELA for all grades. Of our students who have been in our school for 2 years or more, we have met and exceeded our goal.

We are especially pleased with the results of our 3rd grade students with 100% of these students scoring at Levels 3 and 4. These results support our strong Reading First initiative of 2005-2008 highlighting that these students benefited the most from our program at its strongest implementation. The teachers in these grades also were more directly impacted by the professional development and in-class support associated with Reading First.

In grades 4 and 5, the students were not as directly impacted by an entire Reading First implementation, but had only 1-2 years of Reading First-type instruction. Teacher skills were also in

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

a developmental phase at that time, as well. This is evidence of why we will need to restructure our professional development of teachers in grades 3-5 using a differentiated approach for staff members and how we will focus on those areas highlighted by assessment results that were less proficient, including understanding and critical thinking. It became more and more difficult to impact new students the further along they were in age.

Additional Evidence

Looking at **all** students in grades 3, 4, and 5, every grade cycle scored at or above grade level.

- Our 3rd grade was assessed with **94%** of our students scoring at Levels 3 or 4. Of the 3 students who scored at level 2, all three (3) are new to our school, 1 is classified Special Ed, and 1 is classified ELL.
- Our 4th Grade was assessed with **78%** of our students scoring at Levels 3 and 4, however, of the **9** students who scored at **Level 2** and **1** who scored at **Level 1**, three (3) were new to our school, six (6) were Special Ed, and one (1) was General Ed. The one (1) student who scored Level 1 has continued for 2 years to perform below grade level in spite of our focused efforts to support and develop his skills. Of the 3 who were new, one (1) is identified as ELL.
- Our 5th Grade was assessed with **79%** of our students scoring at Levels 3 and 4. Of the **9** students who scored a **Level 2**, three (3) are new, two (2) are Special Ed, and four (4) are General Ed and have attended Sisulu-Walker 2 years or more. Of the students who have attended 2 years or more two (2) were “within target range”, however, 2 are students who have had continued difficulties reading and comprehending what they read, in spite of our best efforts.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			71.4%	42	84.8%	46	100%	40
4					77.3%	44	84.1%	44
5	76.4%	55					82.9%	35
All	76.4%	55	71.4%	42	81.1%	90	89.1%	119

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index (PI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a

Performance Index (PI) value that equals or exceeds this year's English language arts AMO, which for 2008-09 is 144. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

Based on the formula listed above, the PI for Sisulu-Walker Charter School for Grade 3-5, 2008-2009 ELA: PI= 184

Calculation of 2008-09 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-5	0.7%	15%	76.2%	8.2%	147

$$\begin{array}{rclclclclcl}
 \text{PI} & = & & 15\% & + & 76.2\% & + & 8.2\% & = & 99 \\
 & & & & + & 76.2\% & + & 8.2\% & = & 84 \\
 & & & & & & & \text{PI} & = & \mathbf{184}
 \end{array}$$

Evaluation

The ELA AMO for 2008-2009 is 144. Sisulu-Walker Charter School's PI for 3rd-5th grade 184 is greater than the AMO of 144, so the school has met this measure.

Additional Evidence

As evidenced by the table below, Sisulu-Walker has consistently exceeded the AMO set for each year in the last four years by at least 40 points.

English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	5	59	3.4%	22.0%	55.9%	18.6%	171	122
2006-07	3	51	5.9%	25.5%	66.7%	2.0%	163	122
2007-08	3,4	107	0.0%	17.8%	71.0%	11.2%	182	133
2008-09	3, 4, 5	147	0.7%	15.0%	76.2%	8.2%	184	144

Goal 1: Comparative Measure

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

Method

² Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

Results

The Chart below reports the results of this year's assessment for students who were enrolled in at least their second year and are compared to all tested students in the surrounding public school district:

2008-09 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100.0%	40	56.0%	1045
4	84.1%	44	53.5%	1046
5	82.9%	35	62.8%	868
All	89.1%	119	57.1%	2959

Evaluation

SWCS has met the measures in 2008-2009 by having a higher percentage in comparison to the NYC CSD #3. In 2008-2009, the 3rd, 4th, and 5th grade students enrolled in at least their 2nd year in Sisulu-Walker Charter School who continue to out-perform the schools within its district.

Additional Evidence

The Sisulu-Walker Charter School students enrolled in at least their 2nd year continue to perform at a level that is higher than the surrounding schools within District #3. In Language Arts, Sisulu-Walker out-performed District #3 by 44% in 3rd grade, by 30.6% in 4th grade and by 20.1% in 5th grade. We attribute this performance level to our combined staff efforts and also due to our participation in the Reading First initiative.

English Language Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			71.4%	40.1%	84.8%	43.1%	100.0%	56.0%
4					77.3%	45.5%	84.1%	53.5%
5	76.4%	34.7%					82.9%	62.8%
All	76.4%	34.7%	71.4%	40.1%	81.1%	44.3%	89.1%	57.1%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Results**2008-09 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		54	94.4%	*	*	*
4		51	78.4%	*	*	*
5		43	79.1%	*	*	*
All		148	84.5%	*	*	*

School's Overall Comparative Performance:

* 2008-2009 Predicted data from CSI is not available at the time of this report

Additional Evidence

The Sisulu-Walker Charter School has consistently performed higher than predicted in past years (see chart below), compared to the predicted-performance of public schools with a similar free lunch percentage.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	5	71.7	60	73.3%	49.3%	1.25
2006-07	3	69	54**	64.8%**	54.4%	0.75
2007-08	3-4	67.69	107	82.3%	59.5%	1.7
2008-09	3-5	*	148	84.5%	*	*

* 2008-2009 Predicted data from CSI is not available at the time of this report

** School's records show 53 students tested, with 66.0% of the students at Level 3 or 4.

Goal 1: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Our current 4th students did not meet the goal. 5th grade students have made the target goal.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	44	86.4%	>86.4%	84.1%	No
5	36	69.4%	72.2%	83.3%	Yes
All	80	78.8%	>78.8%	83.8%	Yes

Evaluation

For School year 2008-2009, our measure for our 4th grade students was not met. We have begun to prepare and will implement a plan to increase performance levels of our students. We will need to more closely monitor student progress and monitor our staff interventions for students who require

additional support. Our measure for our 5th grade students was met, however, we will still more closely monitor student performance in all grades to insure that all measures are met.

**Cohort Performance on State English Language Arts Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	3	Only Grade 3 tested	
2007-08	3, 4	1	1
2008-09	3, 4, 5	1	2

Summary of the English Language Arts Goal

As both 3rd, 4th, and 5th grade students met the 75% test measure and all other measures related to achievement, our School has attained the Accountability Plan goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A (Data not available)
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	Did not achieve (Partially met goal)

Action Plan

Our School will continue to maintain and improve our academic performance levels based on the results associated with these above listed goals by:

- Providing high-quality and differentiated professional development for all staff, both certified teachers and certified teacher assistants;
- Continuing to track student progress more carefully and regularly reviewing student data to guide instruction and interventions;
- Crafting lesson plans based on data and monthly teacher-administration conferences;
- Providing appropriate interventions for all students who require additional support, including Title I and Special Education students.

MATHEMATICS

Goal 2: Mathematics

All students at The Sisulu-Walker Charter School of Harlem will demonstrate competency in the understanding and application of mathematics computation and problem-solving.

Background

Through a combination of instructional techniques and highly effective professional development, our students have done exceptionally well for three consecutive years. We have used the textbooks published by Addison-Wesley to guide instruction from First Grade through Fifth Grade and also used the Everyday Math manipulatives and activities for enhancing students' deeper understanding of math concepts. We have also used the services of a skilled math consultant who has been instrumental in developing a solid approach to math instruction and providing solid interventions for students' increased understanding of mathematical concepts. This combination of instruction and professional development of staff have helped our students excel and succeed both in writing and performance of mathematical execution.

We also purchased grade level Math libraries for each classroom from nationally well-known math expert, Marilyn Burns. This addition of subject-specific books supports our cross-curriculum use of literature in classroom activities as an excellent way to generate student interest and enthusiasm for learning.

The importance of our math consultant to our success must be mentioned in this report. She came to our school twice a month and worked with our teachers in developing their skills in math instruction. She was able to penetrate those who were not willing learners, but once they tried her techniques, they realized how much she was able to impact the level of success in the classroom. In 3rd and 4th grade, we were able to achieve 100% of our students attaining mastery in mathematics. In 5th grade, ninety-three percent (93%) of students scored at Levels 3 and 4. Only 3 students in our 3-5 grade classes were unable to perform at Mastery, even with all of our efforts to support those students.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 5th grade in March 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	55	0	0	0	55
4	53	0	0	0	53
5	42	0	0	0	42
All	150	0	0	0	150

Results

The following table presents the state Mathematics test results for all students and for those students enrolled in at least their second year in 3rd through 5th grade.

Overall 98.3% of students enrolled in at least their second year achieved Level 3/4 on the NYS ELA exam.

**Charter School Performance on 2008-09 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0.0%	0.0%	70.9%	29.1%	100.0%	55
	Students in At Least 2 nd Year	0.0%	0.0%	65.0%	35.0%	100.0%	40
4	All Students	0.0%	0.0%	37.7%	62.3%	100.0%	53
	Students in At Least 2 nd Year	0.0%	0.0%	34.9%	65.1%	100.0%	43
5	All Students	0.0%	7.1%	59.5%	33.3%	92.9%	42
	Students in At Least 2 nd Year	0.0%	5.7%	62.9%	31.4%	94.3%	35
All	All Students	0.0%	2.0%	56.0%	42.0%	98.0%	150
	Students in At Least 2 nd Year	0.0%	1.7%	53.4%	44.9%	98.3%	118

Evaluation

The Sisulu-Walker Charter School continues to exceed the measure set for our school. For 3 consecutive years, our students have scored at least 98% each year. This year, 100% of 3rd and 4th grade students scored at Levels 3 & 4 and 93% of 5th grade students scored at Levels 3 & 4. We attribute this high performance to best practices in the subject of mathematics. We have benefited for a highly competent math consultant guiding our instructional program to this level of mastery. We have combined concrete understanding for our students and professional development for teachers. This combination of goods and services continues to develop competent math students.

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

Additional Evidence

The chart below reports the results of the NYS Mathematics Assessment for Sisulu-Walker students, especially providing evidence of how the School is maintaining a high level of performance. This increase in performance is over the course of 4 years, across all grades.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			100.0%	41*	97.8%	45	100.0%	40
4					100.0%	43	100.0%	43
5	72.7%	55					94.3%	35
6								
7								
8								
All	72.7%	55	100.0%	41	98.9%	88	98.3%	118

* The school was unable to obtain the score for one student tested in Grade 3 for 2006-07.

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's Mathematics AMO, which for 2008-09 is 119. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

In grades three (3) and four (4), one hundred per cent of all students scored at Levels 3 & 4. In grade 5, ninety-three percent (93)% of students scored Levels 3 & 4. In all testing grades, 3-5, the average result in Mathematics is 98%. There were three (3) students who were not able to pass the Math assessment. Two are Special Education students who have received extensive assistance in developing their math skills, however, all 2 of the 3 students were within 4 points of passing the State assessment. One student scored 649, one point from passing. Our students scored within 2 points of the highest possible score of 200 with a score of 198.

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-5	0%	2%	55.6%	42.4%	144

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 2.1\% & + & 55.6\% & + & 42.4\% & = & 100 \\
 & & & + & 55.6\% & + & 42.4\% & = & 98 \\
 & & & & & & \text{PI} & = & 198
 \end{array}$$

Evaluation

The mathematics performance index was absolutely met within 2 points of the highest possible score of 200.

Additional Evidence

This year's PI and AMO were again at a very high level. There were no students who scored at Level 1 and 3 students who scored at Level 2. There was a 9.1% increase of students who scored at Level 4 in 2009 than in 2008.

Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	5	60	13.6%	13.6%	62.7%	10.2%	159	86
2006-07	3	50*	0.0%	0.0%	74.0%	26.0%	200	86
2007-08	3-4	105	0.0%	1.9%	64.8%	33.3%	198	102
2008-09	3-5	144	0.0%	2.1%	55.6%	42.4%	198	119

* The school was unable to obtain the score for one student tested in Grade 3 for 2006-07.

Goal 2: Comparative Measure

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

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

The chart below provides evidence that Sisulu-Walker students remain highly competent in Mathematics and exceed the performance of the District schools in which it resides:

**2008-09 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100.0%	40	81.6%	1,076
4	100.0%	43	68.6%	1,058
5	94.3%	35	75.5%	888
All	98.3%	118	75.3%	3,022

Evaluation

The SWCS exceeded the aggregate of the district performance by 23%. In all grades, the performance level exceeded that of the district by significant amounts.

Additional Evidence

Each year, SWCS has exceeded the performance level of the district by significant amounts.

**Mathematics Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			100.0%	69.3%	97.8%	76.1%	100.0%	81.6%
4					100.0%	66.9%	100.0%	68.6%
5	72.7%	36.7%					94.3%	75.5%
All	72.7%	36.7%	100.0%	69.3%	98.9%	71.5%	98.3%	75.3%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect

Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Results

2007-08 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		55	100.0%	*	*	*
4		53	100.0%	*	*	*
5		42	92.9%	*	*	*
All		150	98.0%	*	*	*

School's Overall Comparative Performance:

* 2008-2009 Predicted data from CSI is not available at the time of this report

Evaluation

Narrative explicitly stating whether the measure was met, i.e. whether the school's aggregate Effect Size exceeded 0.3 and, if not, whether it was at least a positive Effect Size. In addition, the narrative may also include specific grade levels' comparative performance.

Additional Evidence

Narrative provides a discussion of current and past performance in comparison to similar schools statewide.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	5	71.7	60	71.7%	51.7	0.87
2006-07	3	69	58**	96.6%**	78.1	1.32
2007-08	3-4	67.69	106	98.2%	81.07	1.42
2008-09	3-5		150	98.0%	*	*

* 2008-2009 Predicted data from CSI is not available at the time of this report

** The school was unable to obtain the score for one of the 58 students tested in 2006-07.

For the 57 student scores in the school's records, 98.2% of the students were at Level 3 or 4.

Goal 2: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

This table provides evidence that each cohort of students continue to make academic progress, achieving their target goals.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	43	100.0%	100.0%	100.0%	Yes
5	36	97.2%	>97.2%	94.4%	No
All	79	98.7%	>98.7%	97.5%	No

Evaluation

Last school year 2008, our students in grades 3 and 4, scored at 98.7% on Levels 3 and 4. This year, our 3rd, 4th, and 5th grades averaged 97.5%. This is a 1.2% decrease. This decrease represents 3 students in 5th grade: 2 students missed by 4 points and one student missing the cut-point by 1 point. Of the 4th grade group, all students passed the state math assessment at Levels 3 and 4.

Additional Evidence

The chart below provides evidence that our students continue to demonstrate high performance levels in Mathematics. Each cohort meets and exceeds its yearly goals.

Cohort Performance on Mathematics Exam

Since the Advent of the Grades 3-8 Testing Program by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	Only Grade 3 Tested		
2007-08	4	1	1
2008-09	4-5	1	2

Summary of the Mathematics Goal

For each measure of the Mathematics Goals, our School has achieved its standard. Our students have continued to achieve high performance ranking in Mathematics, exceeding its goal of 75%.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A (Data Not Available)
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's State exam.	Did not achieve (Partially met goal)

Action Plan

Sisulu-Walker Charter School will continue supporting staff members through our highly effective consultant who provides effective strategies and activities supporting our students' mathematics achievement levels.

The specific activities that we will use to maintain our high levels of achievement are as follows:

- Establishing monthly academic meetings with teachers and administrators to insure that all students' needs are continuing to be met, including interventions;
- Include the staff members representing Title 1, Special Education, and the Math Consultant to craft specific interventions for specific students;
- Include within the monthly academic meetings review of assessment results and documentation of how interventions are meeting identified student needs;
- Provide specific coaching and professional development support for teachers and instructional assistants by the math consultant.

SCIENCE

Goal 3: Science

All Students at The Sisulu-Walker Charter School will demonstrate competency in the understanding and application of Scientific Reasoning.

Background

There has been a continued focus on Science instruction over the last 2 years. We have included a major Science Fair each year for students to provide evidence of what they have learned under the guidance of the teachers. Each year, student projects have demonstrated a higher level of understanding the scientific method and student interest in the process. Instruction in the classroom has continued to develop and improve. We believe that this increased interest by both students and teachers will support higher levels of performance in the State Science Assessment in Grade 4.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in fourth grade in April 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

In 2008-2009 all students at Sisulu-Walker Charter School achieved a Level 3/4 on the NYS Science exam.

Charter School Performance on 2008-09 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0.0%	0.0%	11.3%	88.7%	100.0%	53
	Students in At Least 2 nd Year	0.0%	0.0%	9.5%	90.5%	100.0%	42

Evaluation

Once again, the 4th grades students of SWCS proved again that the Science instruction in our school is comprehensive and exceeds the Standards of the State of New York. One hundred percent of our 4th grade students scored at Levels 3 and 4 in Science. There continues to be high levels of students scoring at Level 4. This year's totals for 4th graders attending SWCS in at least their 2nd year, are scoring at Level 4 is 90.4%. Exactly 9.5% of students scored at Level 3. There were no students

scoring at Levels 1 or 2. The number of students at Level 3 decreased from 2008, but increased at Level 4 in 2009.

We believe that having students involved in hands-on experimentation and investigation will keep our student involved in science exploration. We also hold a rather large Science Fair each year to encourage interest and participation in this subject area. We make science lessons fun and an opportunity for intellectual growth.

Additional Evidence

When comparing the results of 2008 and 2009, we continue to maintain achievement rates of 100% proficiency. All of our students have scored on Levels 3 and 4.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4					100.0%	43	100.0%	42
All					100.0%	43	100.0%	42

Goal 3: Comparative Measure

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

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

At this time, we do not have the results of our Spring 2009 Science Assessment.

2008-09 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100.0%	42	*	*

* District Comparison data for 2008-2009 Science is not yet available at the time of this report

Evaluation

For the 2nd year, SWCS 4th grade students have scored exceptionally well on Science achievement levels. For the 2nd year, 100% of fourth grade students have passed the 2009 Science assessments at Levels 3 and 4. When reviewing all students' results, 88.7% of students scored Level 4, while 90.5% of students attending SWCS at least 2 years, scored Level 4. We will continue to monitor and assess all of our students with our goal becoming 100% at Level 4.

Additional Evidence

For the 2nd year, 100% of fourth grade students have passed the 2009 Science assessments at Levels 3 and 4. SWCS continues to out-perform the district schools in which we reside.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4					100.0%	55%	100%	*
All					100.0%	55%	100%	*

** District Comparison data for 2008-2009 Science is not yet available at the time of this report

Summary

As we do not have the 2009 Science Assessment results for comparison, we are unable to complete this summary with relevant information.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A (District data not available)

Action Plan

SWCS continues to score well with a high number of students scoring at Level 4 in Science. We attribute these achievement levels to providing high-quality science instruction. We include experimentation and hands-on activities to encourage exploration and critical thinking. We will add an additional event during this school year, Family Science Night, to further involve our parents in this intellectual exploration. It will also provide students opportunities to demonstrate what they have learned and work with their parents in the completion of experiments. We believe that this additional involvement will encourage 100% of our students to become meaningfully involved in Science exploration and understanding.

SOCIAL STUDIES

Goal 4: Social Studies

All students at The Sisulu-Walker Charter School will demonstrate competency in the understanding and application of social, geographical, civic, and world studies.

Background

As The Sisulu-Walker Charter School has not had a 5th Grade class since 2005-2006, there is no recent cohort on which we can compare student performance.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

The chart below demonstrates proficiency of our 5th grade students in the area of Social Studies.

**Charter School Performance on 2008-09 State Social Studies Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	4.7%	11.6%	60.5%	23.3%	83.7%	43
	Students in At Least 2 nd Year	0.0%	11.4%	65.7%	22.9%	88.6%	35

Evaluation

The measure was met and the school exceeded the 75% goal. As there has not been a 5th grade class for 3 years, we have no relevant comparison for this year. We are pleased that our students scored at 83%; however, we want our students to score at least 90%. This will be our goal next school year. We will also increase the preparation for this assessment in the lower grades. Our students did improve from 2005-2006 school year.

Additional Evidence

There will be a baseline for this assessment as we will continue to serve a 5th grade class year after year. We expect that this performance rate will increase in 2010.

Social Studies Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	74.5%	55	No grade 5		No grade 5		88.6%	35
All	74.5%	55					88.6%	35

Goal 4: Comparative Measure

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

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

This is the first 5th grade Social Studies assessment done in 3 years. We have not had a 5th grade class since 2005-2006. Those students scored at 78% of students passing at Levels 3 and 4. There was a significant improvement in 2008-2009 of 10.3%. We are pleased with this growth. SWCS will continue this upward performance.

2008-09 State Social Studies Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	88.6%	35	*	*
8				

* District Comparison data for 2008-09 Social Studies is not yet available at the time of this report

Evaluation

Our 5th grade students scored 88.6% at levels 3 and 4. This is an improvement of 10.3% from 2006-2006 which was the last 5th grade class in our school.

Additional Evidence

District Comparison data for 2008-09 Social Studies is not yet available at the time of this report

Social Studies Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	74.5%	43%					88.6%	*
8								
All	74.5%	43%					88.6%	*

* District Comparison data for 2008-09 Social Studies is not yet available at the time of this report

Summary

Our goal of at least 75% of students enrolled in SWCS for at least 2 years score at Levels 3 and 4 was met.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A (District data not available)

Action Plan

In order to increase our performance levels, we will re-evaluate our instructional pacing of the lessons. While we have scored higher than the 75% goal, we continue to strive for 100% performance levels in all subjects. We will increase our Social Studies instructional implementation with greater attention paid to pacing, scheduled observations in the classroom and monitoring of on-going assessments based on State Standards.

NCLB

Goal 5: NCLB

All students at The Sisulu-Walker Charter School will demonstrate academic success by making adequate yearly progress as required by NCLB.

Goal 5: Absolute Measure

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

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

2008-09 AYP status is not available at this time.

Evaluation

Each year, the Sisulu-Walker Charter School has been designated in "Good Standing" and has made good progress for three consecutive years under the federal Title 1 component of the School's Accountability Plan.

Additional Evidence

According to the School Accountability Plan for 2008-2009, our School has remained in "Good Standing" in both ELA and Math Assessment results. Each year, our students have made AYP.

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Not available

Student/Teacher Attrition Data

**Charter School Student Attrition Rates
2008-09**

Student Attrition Rates				
	2008-2009	2007-2008	2006-2007	2005-2006
Number of students leaving for lack of transportation	0	1	0	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	5	3	3	10
Number of students leaving for more restrictive special education setting	0	0	0	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	11	10	9	23
Number leaving for other reasons (undetermined)	1	6	5	10
Total number of students leaving.	17	20	20	43
Highest Number Enrolled (July 1 – June 30)	263	262	242	229
Total Percent Attrition	6.5%	7%	8%	18%

**Charter School Teacher Attrition Rates
2007-08**

	2008-2009	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	10	10	10	9
Number of Special Area Teachers	5	8	7	7
Total Number of Teachers	15	18	17	16
Total Number of Teachers Leaving	3	5	0	3
Total Percent Attrition	20%	27%	0%	18%

Report of Fiscal Performance

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF ELEMENTARY, MIDDLE,
SECONDARY AND CONTINUING EDUCATION
PUBLIC SCHOOL CHOICE PROGRAMS
ROOM 462, EDUCATION BUILDING ANNEX
ALBANY, NEW YORK 12234

Charter School Code:

CHARTER SCHOOL ANNUAL
REPORT OF FISCAL PERFORMANCE
FOR THE SCHOOL YEAR ENDED 6/30/09

Charter School Name: The Sisulu-Walker Charter School of Harlem

Contact Person: Paul J. Angello, Jr.

Phone: (212) 786-7913

REVENUES

A. STATE SOURCES
B. FEDERAL SOURCES
C. PUBLIC SCHOOL DISTRICTS
1. BASIC OPERATING REVENUES
2. STATE AID-PUPILS WITH DISABILITIES
3. FED. AID-PUPILS WITH DISABILITIES
4. OTHER REV FROM PUB SCH DISTRICTS
D. ALL OTHER REVENUES
E. TOTAL REVENUES FROM ALL SOURCES

EXPENDITURES

	<u>SALARIES</u>	<u>OTHER</u>	<u>TOTAL</u>
\$ 19,669 F. GENERAL ADMINISTRATION	\$ 368,932	\$ 143,546	\$ 512,478
216,497 G. INSTRUCTIONAL SUPERVISION	1,108,375	502,912	1,611,287
H. ALL OTHER INSTRUCTION	-	-	-
3,224,628 I. PUPIL SERVICES	84,718	-	84,718
31,264 J. PUPILS WITH DISABILITIES	-	-	-
11,010 K. TRANSPORTATION	-	-	-
- L. COMMUNITY SERVICE	-	-	-
104,799 M. OPERATION & MAINTENANCE	150,892	612,994	763,887
<u>\$ 3,607,867</u>	<u>N. EMPLOYEE BENEFITS</u>		<u>422,424</u>
	O. DEBT SERVICE		-
	P. SCHOOL LUNCH		105,890
	Q. CAPITAL EXPENSE		-
	R. GRAND TOTAL EXPENDITURES	\$	<u>3,500,685</u>

S. ENROLLMENT

T. EXPENDITURES PER PUPIL

259

13,516

(R/S)

COMPLETED FORM SHOULD BE RETURNED

NO LATER THAN AUGUST 3, 2009 TO:

PUBLIC SCHOOL CHOICE PROGRAMS

State Education Department

Room 462 - Education Building Annex

Albany, New York 12234

Signature:

Karen H. Jones
Chief School Officer

Date:

July 23, 2009

Board of Trustee Disclosure Forms

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) MARTEZ MOORE

Name of Charter School SISULU-WALKER

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): CHAIR

2. Is the trustee an employee of the School? ___ Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

N/A

4. Is the trustee an employee or agent of the management company? ___ Yes ☒ No

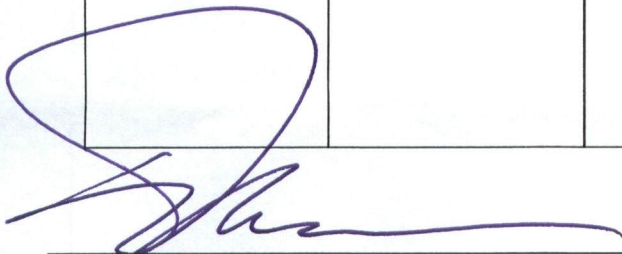
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
N/A	N/A	N/A	N/A

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
N/A	N/A	N/A	N/A



Signature

6/18/09

Date

Subscribed and sworn to before me this 19th day of June, 2009.


Notary Public

MICHELLE E. GROSVENOR
NOTARY PUBLIC, STATE OF NEW YORK
No. 01GR6134537
QUALIFIED IN KINGS COUNTY
MY COMMISSION EXPIRES OCT. 3, 2009

Section V

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) Tanya McCoy

Name of Charter School Sisula Walker Charter School

Charter Entity [REDACTED]

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address [REDACTED]

1. List all positions held on board (e.g., chair, treasurer, parent representative): PTO President

2. Is the trustee an employee of the School? Yes ☒ No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>none</i>			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			

[Signature]
Signature

7/23/09
Date

Subscribed and sworn to before me this 23rd day of July, 2009.

Michelle E. Grosvenor
Notary Public

MICHELLE E. GROSVENOR
NOTARY PUBLIC, STATE OF NEW YORK
No. 01GR6134537
QUALIFIED IN KINGS COUNTY
MY COMMISSION EXPIRES OCT. 3, 2009

Section V


NEW YORK STATE EDUCATION DEPARTMENT

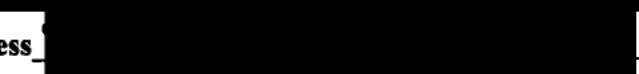
**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) Hillary W. Strong

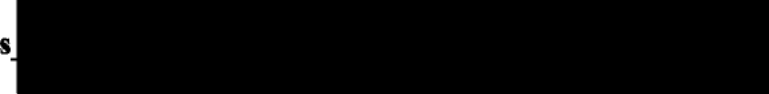
Name of Charter School Sosun Walker Charter

Charter Entity LLCSB LLC

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative): development chair

2. Is the trustee an employee of the School? ___ Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
N/A			

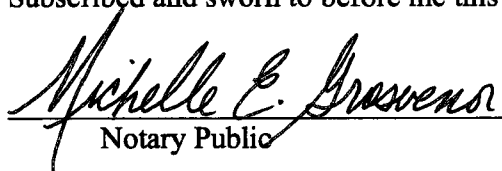
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

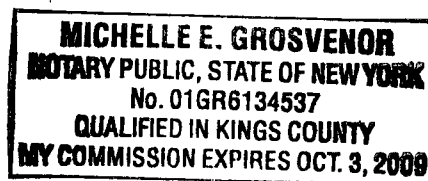
Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NA			


Signature


Date

Subscribed and sworn to before me this 19th day of June, 2009.


Notary Public



Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Ms. Minnie L. Goka

Name of Charter School Sisulu-Walker

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative):
Academic Committee chair; 1
Real Estate Committee

2. Is the trustee an employee of the School? ___ Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	none		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

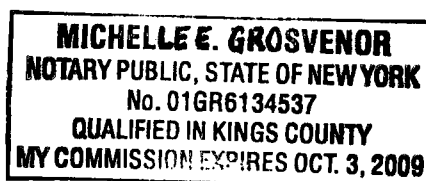
Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	none		

Minnie Soke
Signature

June 12, 2009
Date

Subscribed and sworn to before me this 19th day of June, 2009

Michelle E. Grosvenor
Notary Public



Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) James d'Auguste
Name of Charter School Sisulu Walker Charter School of Harlem
Charter Entity _____
Home Address _____
Business Address _____
Daytime Phone _____
E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): Chair, Governance + Legal Affairs Committee

2. Is the trustee an employee of the School? ___ Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			

James D'Agostino
Signature

7/23/09
Date

Subscribed and sworn to before me this 23RD day of July, 2009.

[Signature]
Notary Public

IRINA GASTON
Commissioner of Deeds
City of New York No. 2-12204
Certificate Filed in Richmond County
Commission Expires June 1, 2011

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Kenneth McRAY
Name of Charter School Sisulu Walker CHARTER SCHOOL OF HARLEM
Charter Entity _____
Home Address _____
Business Address _____
Daytime Phone _____
E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): FINANCE COMMITTEE CHAIR

2. Is the trustee an employee of the School? ___ Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes ☒ No

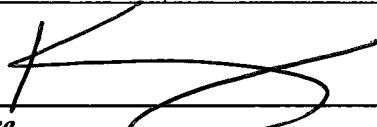
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			




 Signature

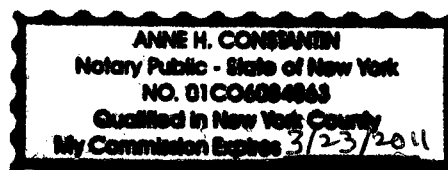
6/22/09

 Date

Subscribed and sworn to before me this 22nd day of June, 2009



 Notary Public



Statement of Assurances

Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Karen W. Jones
Print Name, Head of Charter School

Karen W. Jones 6/22/09
Signature and Date

Subscribed and sworn to before me this 24th day of June, 2009.

Michelle E. Grosvenor
Notary Public



MARTEZ R. MOORE
Print Name, President, Board of Trustees

[Signature] 7/22/09
Signature and Date

Subscribed and sworn to before me this 22nd day of July, 2009.

Michelle E. Grosvenor
Notary Public

