

# Accountability Plan Progress Reports for the 2008-09 School Year

## Reader's Guide

### *SUNY Authorized Charter Schools*

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

**The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.**

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and, up through 2009-10, social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**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

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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	<b>228</b>
2006-07	76	53	54	56	0	0	<b>239</b>
2007-08	28	79	50	51	54	0	<b>262</b>
2008-09	0	27	80	56	54	45	<b>262</b>

## 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 <sup>1</sup>			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 3<sup>rd</sup> through 6<sup>th</sup> 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 <sup>nd</sup> Year	0	0	91	9	<b>100</b>	40
4	All Students	2	20	70	8	78.4	51
	Students in At Least 2 <sup>nd</sup> Year	2	13	76	9	<b>84.1</b>	44
5	All Students	0	21	72	7	79.1	43
	Students in At Least 2 <sup>nd</sup> Year	0	16	78	6	<b>82.9</b>	35
All	All Students	2	15	75	8	84.5	148
	Students in At Least 2 <sup>nd</sup> Year	2	9	81	8	<b>89.1</b>	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 3<sup>rd</sup> 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

<sup>1</sup> 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 3<sup>rd</sup> 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 4<sup>th</sup> 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 5<sup>th</sup> 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 <b>Second Year</b> 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 3<sup>rd</sup> -5<sup>th</sup> 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 <sup>2</sup>	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	<b>147</b>	<b>0.7%</b>	<b>15.0%</b>	<b>76.2%</b>	<b>8.2%</b>	<b>184</b>	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

<sup>2</sup> 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 <sup>nd</sup> 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	<b>89.1%</b>	119	<b>57.1%</b>	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 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students enrolled in at least their 2<sup>nd</sup> 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 2<sup>nd</sup> 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 3<sup>rd</sup> grade, by 30.6% in 4<sup>th</sup> grade and by 20.1% in 5<sup>th</sup> 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 <b>Second</b> 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%	<b>89.1%</b>	<b>57.1%</b>

### 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 4<sup>th</sup> students did not meet the goal. 5<sup>th</sup> 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 4<sup>th</sup> 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 5<sup>th</sup> 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 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> 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 3<sup>rd</sup> and 4<sup>th</sup> grade, we were able to achieve 100% of our students attaining mastery in mathematics. In 5<sup>th</sup> 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 3<sup>rd</sup> through 5<sup>th</sup> 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 <sup>3</sup>			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 3<sup>rd</sup> through 5<sup>th</sup> 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 <sup>nd</sup> Year	0.0%	0.0%	65.0%	35.0%	<b>100.0%</b>	40
4	All Students	0.0%	0.0%	37.7%	62.3%	100.0%	53
	Students in At Least 2 <sup>nd</sup> Year	0.0%	0.0%	34.9%	65.1%	<b>100.0%</b>	43
5	All Students	0.0%	7.1%	59.5%	33.3%	92.9%	42
	Students in At Least 2 <sup>nd</sup> Year	0.0%	5.7%	62.9%	31.4%	<b>94.3%</b>	35
All	All Students	0.0%	2.0%	56.0%	42.0%	98.0%	150
	Students in At Least 2 <sup>nd</sup> Year	0.0%	1.7%	53.4%	44.9%	<b>98.3%</b>	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 3<sup>rd</sup> and 4<sup>th</sup> grade students scored at Levels 3 & 4 and 93% of 5<sup>th</sup> 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.

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<sup>3</sup> 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 <b>Second Year</b> 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 <sup>nd</sup> 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	<b>98.3%</b>	118	<b>75.3%</b>	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%	<b>98.3%</b>	<b>75.3%</b>

**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 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades averaged 97.5%. This is a 1.2% decrease. This decrease represents 3 students in 5<sup>th</sup> grade: 2 students missed by 4 points and one student missing the cut-point by 1 point. Of the 4<sup>th</sup> 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 <sup>nd</sup> Year	0.0%	0.0%	9.5%	90.5%	100.0%	42

### Evaluation

Once again, the 4<sup>th</sup> 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 4<sup>th</sup> 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 4<sup>th</sup> graders attending SWCS in at least their 2<sup>nd</sup> 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 <sup>nd</sup> 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 2<sup>nd</sup> year, SWCS 4<sup>th</sup> grade students have scored exceptionally well on Science achievement levels. For the 2<sup>nd</sup> 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 2<sup>nd</sup> 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 5<sup>th</sup> 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 5<sup>th</sup> 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 5<sup>th</sup> 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 <sup>nd</sup> 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 5<sup>th</sup> 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 5<sup>th</sup> 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		<b>88.6%</b>	35
All	74.5%	55					<b>88.6%</b>	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 5<sup>th</sup> grade Social Studies assessment done in 3 years. We have not had a 5<sup>th</sup> 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 <sup>nd</sup> 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 5<sup>th</sup> grade students scored 88.6% at levels 3 and 4. This is an improvement of 10.3% from 2006-2006 which was the last 5<sup>th</sup> 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