



**Sisulu-Walker Charter School
of Harlem**

**2024-25 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2025

By: Michelle Haynes

71-111 Convent Avenue
New York, New York 10027

212-663-8216

2024-25 ACCCOUNTABILITY PLAN PROGRESS REPORT

Principal Michelle Haynes prepared this 2024-25 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Martez Moore	Chair	Finance, Real Estate, & Grievance
Minnie Goka	Vice Chair	Grievance & Academic
Ericka Ewing	Trustee	Development & Academic
Rita Hanes	Trustee	Development & Academic
Joseph Drayton	Trustee	Finance & Grievance

Michelle Haynes has served as the Principal since 2011.

SCHOOL OVERVIEW

Established in 1999, The Sisulu-Walker Charter School of Harlem, New York State's first charter school, is named for two great human rights leaders, Walter Sisulu and Dr. Wyatt Tee Walker, and their wives. Walter Sisulu, former Secretary General of the African National Congress, worked closely with Nelson Mandela and was at the forefront of the struggle against South African apartheid for over five decades. Dr. Wyatt Tee Walker, a renowned pastor, author, lecturer, and advocate for human rights, served as the Chief of Staff to Dr. Martin Luther King, Jr. during critically important years of the American Civil Rights Movement.

The mission of the school 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 is accomplishing this by offering a rigorous and challenging academic curricula taught by a highly prepared and committed cadre of professional educators. Beginning in kindergarten, we prepare our students for college and a lifetime of achievement, honor and service. Sisulu-Walker is achieving this in a small and supportive learning environment that sets high expectations for all of our students and encourages strong parental and community involvement.

To address learning loss and to be prepared in the event of another pandemic, all citizens are provided with a dedicated device to use in class; these devices will be used if we ever have to pivot to remote instruction. To further address the digital divide, SWCS shifted to paperless instruction with the goal of reducing our reliance on printed materials by at least 50%. This provides citizens with additional opportunities to become proficient users of different computer programs; this measure also ensures that we can pivot to remote instruction at any time without interrupting learning. Each class is assigned two teachers. This allows us to reduce our student-teacher ratio to provide targeted intervention to address learning loss.

We dedicate the first 15 minutes of the day for a Morning Meeting. The primary goal of Morning Meetings is to give citizens a safe environment that: provides a sense of trust, allows all citizens to feel important, encourages respectful learning, helps regulate emotions, boosts empathy and teamwork, separates home from school and prepares citizens for the day's events and supports all aspects of learning—academic, emotional, and social. This period also provides an opportunity to build language skills through explicit vocabulary instruction, analysis of poetry and weekly proverbs/sayings.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2022-23	26	24	20	29	22	28	149
2023-24	27	26	24	26	27	23	153
2024-25	18	26	26	23	29	30	152

GOAL 1: ENGLISH LANGUAGE ARTS

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

BACKGROUND

At SWCSH, our mantra is “Literacy is Everything and Everywhere.” We believe that children learn to read and write by reading and writing daily for information and enjoyment. Students are required to read books on or above their independent reading level across content areas and demonstrate mastery of all content through writing. Writing is embedded across the curriculum through reading, social studies, science and mathematics. As a result, literacy is taught across the curriculum using a comprehensive balanced literacy approach. Balanced Literacy is an all-inclusive framework that encompasses all the research-based best practices for literacy instruction as outlined by the National Reading Panel (2000). This literacy model comprises two distinct elements. Students learn to read during the traditional literacy block and read to learn during the social studies and science blocks. Additionally, opportunities for reading or being read to are integrated into the mathematics block. The gradual release method is employed to ensure student mastery of concepts as well as a workshop model. The Literacy Block is 180 minutes. The block is organized into four forty-five-minute periods. The chart below illustrates the breakdown of each block by grade level.

Block	K-2	3-5
ELA I	Vocabulary/Read-aloud	Textual Analysis
ELA II	Word Work/Writing	Vocabulary/Novel
ELA III	Guided Reading	Writing
ELA IV	Writing	Intervention

Writing is anchored in the reading process as students write about what they read and use mentor texts that are read to write in a variety of genres. Opportunities for independent reading and writing are incorporated in the literacy framework during the guided reading/ small group instructional period; when students are not working with a teacher, they engage in independent reading and writing. The framework for instruction for social studies and science instruction includes opportunities for students to develop and refine questioning skills, increase content vocabulary, and read and respond to nonfiction texts.

The literacy curriculum is organized into thematic units that include wide reading of prose and poetry that encompasses reading during the traditional literacy period as well as during the social studies and science blocks. Thematic units include an emphasis on balancing fiction and nonfiction texts. All unit plans are standards based and aligned to the New York State Next Generation Standards.

The Principal, Dean of Special Populations, Data Coordinator and an Instructional Coach provide coaching to teachers. Teachers are placed in tiered coaching cycles based on the number

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

of years of experience that they have. Coaching includes the analysis of videos and informal observations. Written feedback is given to teachers on the day that observations occur.

All teachers regardless of their tier receive ongoing feedback and support. By the end of the second month of school, all teachers are required to record a lesson for video analysis and all teachers are observed a minimum of once per week.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	21	0	4	3	0	0	0	25
4	18	0	8	4	0	0	0	26
5	25	0	4	1	0	0	0	29
All	64	0	16	8	0	0	0	80

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	21	14	67%	17	11	65%
4	18	11	61%	16	10	63%
5	25	20	80%	21	18	86%
All	64	45	70%	54	39	72%

ELA Measure 2 - Absolute

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
64	5%	25%	41%	30%

$$PI = 0 * [5]_{\text{Level 1}} + 1 * [25]_{\text{Level 2}} + 2 * [41]_{\text{Level 3}} + 2.5 * [30]_{\text{Level 4}} = [182]$$

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested 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.³

2024-25 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	65%	17	43.7%	387

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

4	63%	16	46.2%	424
5	86%	21	46.8%	466
All	72%	54	45.7%	1,277

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	80.8%	449.0	439.8	0.96
4	88.9%	445.0	439.3	0.54
5	66.7%	463.0	442.5	2.28
All	79.1%	452.2	440.5	1.25

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁵

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	51.0	50.0
5	79.9	50.0
All	64.4	50.0

ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **i-Ready**

i-Ready

2024-25 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[79]	[112%]	[Yes]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[38]	[112%]	[Yes]

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁶	[115%] 7	[20]	[92%]	[No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[67]	[12%]	[No]

End of Year Performance on 2024-25 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	25%	24	20%	20
4	12%	26	14%	22
5	3%	29	4%	25
All	13%	79	12%	67

End of Year Growth on 2024-25 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	112%	24
4	105%	26
5	115%	29
All	112%	79

⁶ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁷ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ELA GOAL

In the 2024-25 school year, Sisulu met its growth goal, both comparative goals, and one absolute goal. While the school didn't meet its second absolute goal of 75 percent proficiency on the state ELA exam, the goal was missed by only 3 percentage points. This is particularly impressive considering the district's average proficiency percentage was 45.7%.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF ELA GOAL

The 2024-25 school year was particularly impressive for Sisulu on the State ELA exam. The school had a 72% proficiency rate amongst all students enrolled at the school for at least two years, 26.3 percentage points above the district average. The school also had a higher proficiency rate than the City and State average. Impressively, 86% of the school's 5th grade students enrolled at the school for at least two years performed at a proficient level on the exam.

Sisulu exceeded its aggregate PI on the state ELA exam by 64.7 points. Additionally, the school exceeded its predicted performance on the state ELA by nearly an entire point. Finally, Sisulu exceeded its unadjusted growth percentile by 14.4 points.

ADDITIONAL CONTEXT AND EVIDENCE

In the 2024-25 school year, Sisulu met two of its four end of year i-Ready goals: Annual Typical Growth equal to or greater than 100% for all students and median Annual Typical Growth for students two or more levels below grade level equaling or exceeding 110% by the spring assessment administration.

Grade	Sisulu-Walker Students Enrolled in at least their Second Year in the 2023-24 School Year	Sisulu-Walker Students Enrolled in at least their Second Year in the 2024-25 School Year
-------	--	--

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	11	5	45.5%	17	11	65%
4	18	5	27.8%	16	10	63%
5	16	11	68.8%	21	18	86%
All	45	21	46.7%	54	39	72%

Compared to the 2023-24 school year, Sisulu-Walker experienced remarkable overall growth, as well as tremendous growth at each individual grade level on the 2024-25 exam. As the chart above shows, the school had an overall proficiency increase of over 25-percentage points. There was also growth at each individual grade level, with the largest increase occurring at the 4th grade, which experienced an increase of over 35 percentage points. However, the most impressive growth occurred in the cohort of students who took the ELA exam as 4th graders in the 2023-24 school year and 5th graders in the 2024-25 school year. This group of students experienced a 58.2 percentage point increase in proficiency in a single school year.

ELA ACTION PLAN

Each class will have two team members assigned to the class. An assistant teacher will be assigned to kindergarten and intervention teachers will be assigned to grades 1-5. The additional team member supporting each class will allow us to provide targeted intervention to students in small groups and more individualized instruction. The benefits of having two teachers and an additional team member to provide academic support in a classroom cannot be understated. Some benefits include:

- Increased options for flexible grouping of students.
- Help in classroom and lesson preparation.
- Help with classroom management.
- Reduced student/teacher ratio.
- Increased instructional options for all students.
- Diversity of instructional styles.
- Greater student engagement time and levels of participation.

We will continue to allocate 180 minutes for English Language Arts instruction and will not revert to the pre-pandemic time allocation of 165 minutes. The priority will be to provide instruction in small groups instead of teaching to the whole class. We will also continue to allocate 30 additional minutes for computer-based intervention in place of having a traditional specials period during study hall. At this time, citizens will receive individualized instruction using i-Ready.

The Data Coordinator will work closely with teachers to use data from i-Ready and internally developed assessments (we will continue to develop our own tests in addition to using i-Ready) to address instructional gaps. In addition, our after-school program will be open to students in all

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

grades and will run for 160 days. During after-school, citizens will receive literacy support in small groups or individually.

In order to continue to prepare our citizens for the demands of computer-based testing, we will transition all of our articles for the 45-minute textual analysis period to a digital format. The purpose of the period is to give our citizens ample opportunity to read, annotate and analyze passages via computer. We will use previously released state test passages that have not been utilized for interim assessments for additional instruction. In addition, all of our interim assessments will also be digital. Finally, we will employ the Edcite platform to provide additional computer-based testing support to our citizens. The Title I Coordinator, who is a reading specialist, is also providing additional Tier III reading intervention to citizens in third-fifth grade.

GOAL 2: MATHEMATICS

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

BACKGROUND

At Sisulu-Walker, we believe that MATH IS ALL AROUND US! In this, we define that math involves abstraction, logical reasoning, counting, calculation, measurement, and systematically studying shapes and motions of physical objects. Math is an essential tool in many fields including science, engineering, medicine and social science. As a result, we apply math in daily life through numeration (counting, calculating, estimating), examination, and analysis of patterns, numbers, space, quantities, shapes, etc.

The math curriculum is organized into thematic units. Math instruction is composed of the following components to ensure content/skill development, investigation/manipulative-based methodologies, and incorporation of data to drive student achievement:

- QQ/Do Now
 - Quick Questions are data driven spiraled review questions and/or activities. This can include daily routines in grades K – 1 (calendar, counting, attendance, class survey) and standards-based questioning from what students have demonstrated mastery of.
- Hook
 - The lesson hook is the explanation or example of real-world relevancy, which brings students to be engaged in the content and brings the content to life.
- Direct Instruction/Modeling
 - The modeling component shows students the strategy/process utilized to problem solve. Students are taught and then practice a variety of strategies, then ultimately choose the best strategy for them.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

- Guided Instruction
 - Guided instruction, as with the gradual release methodology of instruction, allows students to practice the daily skill with direction from the teacher through directing the teacher (“puppeteering”), responding to teacher questions, sharing and discussion with classmates.
- Independent Practice
 - Students practice a series of scaffolding questions related to the skill to ensure that application of the skill is developed in accordance to Bloom’s Taxonomy of Higher Order Thinking.
- Checks for Understanding
 - The teacher incorporates various methodologies to collect data on student progress of understanding and learning of the day’s lesson objective through use of whiteboards for students to show what they know, a sign-language system, turn and talks and teacher questioning.
- Other Cumulative Review/Centers
 - Centers are designed to develop the application of the day’s skill in a variety of other contexts: word problems, real life scenarios, and remediation/differentiation. Students work through various centers in small groups to collaborate and get small group instructional support.
- Lesson Closing

Teachers must close the loop with citizens to ensure students have an opportunity to articulate what they’ve understood/learned from the day’s instruction.

Our math block is 90 minutes. Teachers taught new content during the first 45 minutes and retaught concepts during the second half of the block. A *Bridge Unit* for the month of September was taught using the priority standards from the previous grade to address learning loss and the summer slide during the re-teach block. At the end of September, students took an assessment that measured their proficiency on standards from the *Bridge Unit*. Thereafter, students were divided into groups for 15 minutes each during the re-teach block. At that time, priority standards from the *Bridge Unit* and new concepts from grade-level standards were retaught to specific groups of students based on the data collected from the *Beginning of Year Assessment* and exit tickets from daily lessons. 30 minutes were added to instruction by taking 30 minutes previously allocated to the Study Hall period. At that time, students utilized i-Ready for individualized instruction in addition to other assignments generated by teachers.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	21	0	4	3	0	0	0	N/A	25
4	18	0	8	4	0	0	0	N/A	26
5	25	1	3	0	0	0	0	N/A	29
All	64	1	15	7	0	0	0	N/A	80

Performance on 2024-25 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	21	15	71%	17	12	71%
4	18	9	50%	16	9	56%
5	25	17	68%	21	16	76%
All	64	41	64%	54	37	69%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
64	11%	25%	47%	17%

$$PI = 0 * [11]_{\text{Level 1}} + 1 * [25]_{\text{Level 2}} + 2 * [47]_{\text{Level 3}} + 2.5 * [17]_{\text{Level 4}} = [161.5]$$

Math Measure 3 - Comparative

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested 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.

2024-25 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	71%	17	46.4%	420
4	56%	16	43.6%	443
5	76%	21	38.0%	487
All	69%	54	42.4%	1,350

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁸

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	80.8	463.0	446.9	1.15
4	88.9	452.0	447.6	0.28
5	66.7	461.0	448.5	0.99
All	79.2	457.9	447.8	.74

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁹

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	27.2	50.0
5	60.3	50.0
All	41.5	50.0

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

i-Ready

2024-25 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[79]	100[%]	[Yes]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[28]	[112%]	[Yes]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁰	[86%] ¹¹	[20]	[114%]	[Yes]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[67]	[27%]	[No]

End of Year Performance on 2024-25 i-Ready Mathematics Assessment

¹⁰ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

¹¹ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	42%	24	40%	20
4	19%	26	23%	22
5	17%	29	20%	25
All	25%	79	27%	67

End of Year Growth on 2024-25 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	127%	24
4	77%	26
5	86%	29
All	100%	79

SUMMARY OF THE MATHEMATICS GOAL

In the 2024-25 school year, Sisulu met one absolute goal and both comparative goals on the State mathematics exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	No

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

EVALUATION OF THE MATHEMATICS GOAL

The 2024-25 school year was particularly impressive for Sisulu on the State math exam. The school had a 69% proficiency rate amongst all students enrolled at the school for at least two years, 26.6 percentage points above the district average. The school also had a higher proficiency rate than the City and State average. Impressively, 71% of the school's 3rd grade students enrolled at the school for at least two years and 76% of the school's 5th grade students enrolled at the school for at least two years performed at a proficient level on the exam.

Sisulu exceeded its aggregate PI on the state math exam by 42.1 points. Additionally, the school exceeded its predicted performance on the state math with an effect size of over twice the benchmark.

ADDITIONAL CONTEXT AND EVIDENCE

In the 2024-25 school year, Sisulu met three of its four end of year i-Ready goals: Annual Typical Growth equal to or greater than 100% for all students; median Annual Typical Growth for students two or more levels below grade level equaling or exceeding 110% by the spring assessment administration; and Annual Typical Growth for students with disabilities.

Grade	Sisulu-Walker Students Enrolled in at least their Second Year in the 2023-24 School Year			Sisulu-Walker Students Enrolled in at least their Second Year in the 2024-25 School Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	11	8	72.7%	17	12	71%
4	19	10	52.6%	16	9	56%
5	16	10	62.5%	21	16	76%
All	46	28	60.9%	54	37	69%

Compared to the 2023-24 school year, Sisulu-Walker experienced impressive overall growth, as well as notable growth in the 4th and 5th grades on the 2024-25 exam. As the chart above shows, the school had an overall proficiency increase of over 8-percentage points. There was also growth in 4th and 5th grades, with the largest increase occurring at the 5th grade, which experienced an increase of over 13 percentage points. However, the most impressive growth occurred in the cohort of students who took the math exam as 4th graders in the 2023-24 school year and 5th graders in the 2024-25 school year. This group of students experienced a 23.4 percentage point increase in proficiency in a single school year.

MATHEMATICS ACTION PLAN

Our math block is 90 minutes. Teachers will teach new content during the first 45 minutes and re-teach concepts during the second half of the block. A *Bridge Unit* that will be taught during the month of September was generated using the priority standards from the previous grade for review and to combat the infamous summer slide. At the end of September, citizens will take an assessment that will measure their proficiency standards from the *Bridge Unit*. Thereafter, students will be divided into groups for 15 minutes each during the re-teach block. At this time, priority standards from the *Bridge Unit* and new concepts from grade-level standards will be retaught to

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

specific groups of students based on the data collected from the *Beginning of Year Assessment* and exit tickets from daily lessons. In addition, 30 of the 60 minutes allocated for study hall (asynchronistic learning) at the end of the day will be used to provide students with targeted math intervention using i-Ready and other resources. All interim assessments in grades 3-5 will be computer-based.

GOAL 3: SCIENCE

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

BACKGROUND

Sisulu-Walker uses an interdisciplinary approach to teach science that is student-centered, and inquiry based. The science curriculum for each grade is composed of units of study in Life Science, Earth Science, and Physical Science that are aligned to the New York State Next Generation Standards. All grade levels start with a unit on inquiry followed by three to four specific units.

The instructional strategy behind each lesson concept is ENGAGE, EXPLORE, EXPLAIN, EXTEND/APPLY and EVALUATE. These are researched and proven strategies for having students develop deeper understanding of science concepts. We further support scientific understanding by reading and writing about science content as part of the science block. In addition to leveled readers, teachers have additional trade books to support the science curriculum. Our science curriculum provides the hands-on experience, inquiry, and investigation opportunities needed to educate students with multiple experiences to construct their own understanding, and science knowledge and apply what they learn to the real world. In addition to thematic units of study, each grade observes and investigates a live animal during the year. Teachers are encouraged to have classroom pets as well.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam By Students Enrolled in At Least Their Second Year	
Grade	Students in At Least Their 2 nd Year

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	Number Tested	Number Proficient	Percent Proficient
5	24	17	70.8%
All	24	17	70.8%

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2024-25 State Science Exam

Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	24	17	70.8%	N/A	N/A	N/A
All	24	17	70.8%	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Not met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Unable to measure

EVALUATION OF THE SCIENCE GOAL

On the 2024-25 State science assessment, Sisulu missed its absolute goal of 75% of all tested students enrolled in at least their second year at the school by 4.2 percentage points. Sisulu's results cannot be measured against CSD 5 because the districts science assessment results have not been released.

ADDITIONAL CONTEXT AND EVIDENCE

This was the second year that the science exam was administered to 5th grade students and Sisulu showed remarkable growth compared to the school's results on the 2023-24 science exam, as depicted in the chart below. In addition, the test was also computer-based. Although there were practice questions on Questar,

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

they were not enough. We need to add more opportunities for our citizens to answer science questions digitally and increase our analysis of graphs and charts during our science block. In addition, digital end of unit assessments will need to be added.

	Sisulu-Walker Students in at Least 2 nd Year in the 2023-24 School Year			Sisulu-Walker Students in at Least 2 nd Year in the 2024-25 School Year		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	16	7	44%	24	17	70.8%
All	16	7	44%	24	17	70.8%

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	N/A	N/A	N/A	N/A
8	2023-24	N/A	N/A	N/A	N/A
8	2024-25	N/A	N/A	N/A	N/A

ACTION PLAN

Sisulu-Walker Charter School of Harlem will administer end of unit assessments in science for all grades. In addition, we will administer a science exam in the spring to fourth grade students using previously published science test questions for the written test only since they will take the science exam as fifth graders the following year. In addition, as previously noted, we will administer computer-based assessments at the end of each unit in 4th and 5th grades and increase our analysis of graphs and charts during science in all grades.

GOAL 4: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute 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. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
------	--------

2024-25 ACCCOUNTABILITY PLAN PROGRESS REPORT

2022-23	Good standing
2023-24	Good standing
2024-25	Good standing

ADDITIONAL CONTEXT AND EVIDENCE

Sisulu-Walker has been in good standing in each of the last three school years.

