

Accountability Plan Progress Reports for the 2006-07 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 3rd through 8th grade, science tests to the 4th and 8th grades, and social studies tests to the 5th and 8th 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 of Harlem

Accountability Plan Progress Report

School Year 2006 – 2007

Submitted 8/01/2007 on behalf of

William A. Allen, Chairperson,
Board of Trustees

Karen W. Jones
Principal

IV. Accountability Plan Progress Report

As stated in our Accountability Plan 2006-2007, Sisulu-Walker has a strong record of improving student learning and achievement and the School has demonstrated a history of high performance in school operations, governance and financial stability.

During its second charter term, The Sisulu-Walker Charter School of Harlem has shown evidence of measurable success in all areas of academic and school operations, providing a strong case for a full five-year renewal of its charter, which it received in March 2006. Building upon the successes achieved during its first 2 charter renewal terms, Sisulu-Walker continues to perform as well as or better than similar schools in its surrounding neighborhoods and School District 5 – the community school district where most Sisulu-Walker students reside. During its second charter term Sisulu-Walker also outperformed many public schools throughout New York State and New York City on academic assessments.

The School is clearly an effective, viable organization that is also satisfying its non-academic goals. Sisulu-Walker is in a very healthy financial position – the School is debt free with adequate cash on hand. The School also has a superior record of compliance with all laws and rules applicable to New York charter schools. In addition, the School's board of trustees is comprised of active, committed members, two of whom have been associated with the school since 1999, and all of whom provide effective and able governance. Importantly, Sisulu-Walker also enjoys overwhelming support from its students and parents who are very satisfied with the School.

Using the format provided as a reporting template, the progress made by Sisulu-Walker Charter School in meeting the goals set forth in the "Accountability Plan for Use in School Years 2005 – 2006 through 2009 – 2010", will be listed below and described in detail:

Academic Assessment Goal 1:

All students at The Sisulu-Walker Charter School of Harlem will become proficient in reading and writing of the English Language.

GOAL 1, MEASURE 1: Absolute Proficiency

a. Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State English Language Arts (ELA) Assessment.

a) METHOD

Third grade students took the ELA in January 2007. The ELA exam measures skills and knowledge that have been mastered during a student's first 3 years of schooling history (Grades K-3). The Sisulu-Walker Charter School has set significant goals where the achievement levels of its students will be in the upper ranges of achievement levels when measured against all 3rd grade students state-wide. Progress toward this goal will be measured by specifically assessing students who have been in our school at least 2 years. These students should have benefited by the high quality instruction our school has offered.

B) RESULTS

The chart below reports the assessment results for these students. Again, the outcome measure addresses only the performance of students in their second year at SWCS.

| Year | Grade | Population | Percent of Grade Students at Each Performance Level | | | | | Number Tested |
|-----------|-------|---|---|---------|---------|---------|--------------|---------------|
| | | | Level 1 | Level 2 | Level 3 | Level 4 | Levels 3&4 | |
| 2005-2006 | 5 | All Students | 3.3% | 23.3% | 55.0% | 18.3% | 73.3% | 60 |
| | | Students in at least 2 nd Year | 1.8% | 22.8% | 56.1% | 19.3% | 75.4% | 57 |
| 2006-2007 | 3 | All Students | 7.5% | 26.4% | 64.2% | 1.9% | 66.0% | 53 |
| | | Students in at least 2 nd Year | 4.8% | 23.8% | 69.0% | 2.4% | 71.4% | 42 |

In 2005-2006, 75.4 percent of students enrolled performed at or above Level 3 (proficient) on the New York State English Language Arts Assessment (ELA).

In 2006-2007, our 3rd grade students, who have attended Sisulu-Walker Charter School for at least two years, took their first state-mandated assessment. Of these students, 71.4% of students enrolled, performed at or above Level 3 (proficient) on the New York State English Language Arts Assessment (ELA). While we were very close to meeting our target objective of 75% ((1 student less than our target number), we have identified the deficit skills and will intervene with enriched strategies to further develop our students' reading, reasoning, and writing competencies. Teacher training, to this end, will be on-going throughout the school year.

b) EVALUATION

In 2005-2006, the school met the measure's requirement that at least 75 percent of the students perform at or above Level 3.

In 2006-2007, we were very close to meeting our target objective of 75% with a score of 71.4%. Our target proficiency level needed 1 student or 4% to meet our goal. Student mastery was not developed in a more assertive rate due to 2 new teachers in the 3rd grade. However, student achievement levels did significantly increase from 2005-2006 Terra Nova assessment results within this cohort group.

GOAL 1, MEASURE 1: Absolute Proficiency

b. Each year, the school's aggregate Performance Index on the State ELA exam will meet or exceed the Annual Measurable Objective set forth in the state's No Child Left Behind (NCLB) school accountability system.

a) METHOD

Under the current federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the state's ELA exam has scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO) is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State's ELA performance standard by 2013-14.

The Performance Index is based on the following calculation:

$$\text{PI} = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$$

It is based on all students taking the ELA examination, not only continuously enrolled students.

b) RESULTS

Based on the formula above, the PI for Sisulu-Walker CS for 2005-2006 ELA PI follows: $\text{PI} = (23.3+55.0+18.3) + (55.0+18.3) = 170$.

The PI for 2006-2007 is 158.

c) EVALUATION

The ELA AMO for 2005-2006 is 122. Sisulu-Walker Charter School's PI of 170 is greater than the AMO of 122, so the school has met this measure. The ELA AMO for 2006-2007 is again 122, so this year Sisulu-Walker's PI of 158 is greater than the AMO of 122 and the school again met this measure.

GOAL 1, MEASURE 2: Comparative Proficiency

a. Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the NYS ELA will be greater than that of the local school district. "District" is defined as Community School District 5 within the New York City School District, the adjacent district with student demographics substantially similar to that of the school [from which the school draws more of its students than any other].

a) METHOD

Because the purpose of the measure is to show that Sisulu-Walker's instruction enables its students to achieve at a higher level than similar schools, we have chosen to compare our students to those students within the school's regular community.

b) RESULTS

The chart below reports the results of this year's assessment for the school and the school district:

| Year | Grade | Percent of Students in at Levels 3 & 4 | |
|-----------|-------|---|--------------------------------|
| | | SWCS Students Enrolled in their Second Year | NYC CSD #5 All tested students |
| 2005-2006 | 5 | 75.4% (75.4% of N=57) | 34.7% (34.7% of N=1048) |
| 2006-2007 | 3 | 71.4% (71.4% of N=42) | 40.1% (40.1% of N=1116) |

c) EVALUATION

SWCS has met the measure in 2005-2006 by having a higher percent in comparison to the district. In 2006-2007, the 3rd Grade students continued to out-perform the schools within its district.

GOAL 1, MEASURE 2: Comparative Proficiency

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

a) METHOD

The Charter Schools Institute conducts a Comparative Performance Analysis, which provides a comparative measure of student performance on state tests, using a regression analysis that controls for students eligible for free lunch among all public schools in New York State. SWCS’s actual percent of students at or above Level 3 is compared to a predicted level of performance (a specified projection of the percent of students who should score at or above Level 3) based on the test performance and free-lunch statistics of all public schools. The difference between the school’s attained and expected performance, relative to other schools with similar free-lunch statistics produces an Effect Size.

b) RESULTS

Results are displayed in a table included as an attachment to this Accountability Progress Report.

c) EVALUATION

The 3rd grades students of Sisulu-Walker Charter School demonstrated higher academic achievement levels, evidenced by the attached table, than the 3rd grade students in the surrounding elementary schools.

On the ELA assessment, SWCS 3rd grades students scored 33% higher than the average 3rd grade students in surrounding elementary schools.

GOAL 1, MEASURE 3: Value Added to Student Learning

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

a) METHOD

Because the purpose of the measure is to show that Sisulu-Walker’s ELA instruction enables its students to achieve at higher levels than similar schools, we hope to demonstrate that we have reduced the achievement gap in baseline performance and the objectives set by CSI. We have worked on this by providing teachers specific instructional support in the classroom and increased professional development opportunities. The school hired a professional development coordinator in order to provide teachers high quality in-class coaching and on-going review of assessment results.

The school’s only tested students in 2006-2007 were in the 3rd grade. Next year, with two years of data from the Terra Nova exam for this cohort of students, we will be able to delineate progress more precisely. At this time, we create a baseline.

b) RESULTS

Assessment: ELA 2007

| Year | Grade | Population | Students Scoring at Levels 3 and 4 | |
|-----------|-----------------|---|------------------------------------|------------------|
| | | | Percent | (Total N Tested) |
| 2006-2007 | 3 | All Students | 71.4% | (53) |
| 2007-2008 | 4 th | Students in at least their 3 rd Year | N/A | N/A |

Comparing the 4th grade in 2007-2008 with those students who attended the school for 3rd grade in 2006-2007 will show, with

instructional interventions, an improvement of students scoring at levels 3 and 4.

EVALUATION

The 2006-2007 result [75.4%] is **at** the CSI-required objective on the ELA assessment of 75% at levels 3 and 4; the 2007-2008 result [71.4] is not at or above the CSI-required objective on the ELA, so the measure was not met.

This was disappointing to our staff, especially the teachers in 3rd grade. However, the data was discussed and strategies were developed to support interventions in the 4th grade group. We also know more about the ELA format and areas of weakness in our instructional program. There efforts will be supported by more teacher training sessions, in-class coaching, and higher expectations for instructional implementation.

GOAL 1, MEASURE 3: Value Added to Student Learning

b. For the 2006-2007 school year, a cohort of Sisulu-Walker Charter School's students will reduce by one-half the gap between their baseline performance and grade level on the reading battery of The Terra Nova assessment. The Third grade cohort will reduce by one-half the gap between its average NCE score on the fourth grade test and I NCE of 50. If the cohort's baseline exceeds an NCE score of 50, it will be expected to show an increase in its NCE score.

a) METHOD

Fifty-three (53) third-grade students took the reading battery of the Terra Nova during May 2007, however, there is no data for which to compare as there were no 3rd grade students in 2005-2006.

b) RESULTS

The mean NCE in spring 2007 for these 53 students was 50.1%.

c) EVALUATION

The score of 50.1% NCE means that the school met this objective.

SUMMARY GOAL

While our ELA and Terra Nova Reading results for 3rd grade were not as robust as we would have liked, we have developed instructional goals, with specific objectives to increase students' performance levels.

Our 3rd grade scores were significantly higher than our neighbors in surrounding schools. The SWCS students celebrated 71.4% of students scoring Levels 3 & 4 on the ELA, while the surrounding elementary school neighbors had 40.1% of students scoring Levels 3 & 4, a difference of 31.3 %.

On Terra Nova, while students Cut Scores reported that 64% of our 3rd graders scored at Levels 3 & 4, our goal was still 75%.

We employed 2 new teachers in the 3rd grade, one was a 3rd year teacher from NYC public schools and the other, a Teacher for America first-year novice. While both put forth significant effort, there were many deficits from 2nd grade and there was a steep learning curve for the TFA novice. It was difficult to suitably address learning needs for this group of students by January. At the continued pace that was employed, we would have accomplished more with another month of preparation.

We were able to determine from the ELA what kinds of interventions needed to be employed to be able to increase student performance for the Math assessment in March. We were highly successful with those interventions.

ACTION PLAN

There specific interventions that have been identified will be the following:

- Establishing monthly academic/instructional objectives to meet and a monthly review by the Principal of student progress in meeting those objectives. The review of each class's progress and identifying students who did not meet those objectives will highlight deficits and allow for intervention strategies to be employed right away. Using the Special Education Coordinator, the Title 1 Teacher, the Intervention Teacher, Reading Coach and Lead Teacher, there will be specific interventions provided for those students.
- Conduct more regular observations, including walk-throughs and monthly written evaluations of instructional practices.
- Provide special assistance by the interventions specialists to individual students who require more personalized support.

- Provide specific coaching and professional development support for teachers and instructional assistants.

Academic Assessment Goal 2:

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

GOAL 2, MEASURE 1: Absolute Proficiency

- a. Each year 75% of students of each assessed grade who have been continuously enrolled in the school for two or more years will perform, at or above Level 3 on the NYS Mathematics Assessment

a) METHOD

Third grade students took the Math Assessment in March 2007. The Math Assessment exam measures skills and knowledge that have been mastered during a student's full schooling history (Grades K-3). The Sisulu-Walker Charter School has set significant goals where the achievement levels of its students will be in the upper ranges of achievement levels when measured against all 3rd grade students state-wide. Progress toward this goal will be measured by specifically assessing students who have been in our school at least 2 years.

These students should have benefited by the high quality instruction our school has offered. The chart below reports the results of this assessment and compares it to prior years' assessments for these students.

b) RESULTS

The chart below reports the results of the NYS mathematics assessment for these students. Again, the outcome measure addresses only the performance of students in their second year at SWCS.

| Year | Grade | Population | Percent of Grade Students at Each Performance Level | | | | | Number Tested |
|-----------|-------|---|---|---------|---------|---------|---------------|---------------|
| | | | Level 1 | Level 2 | Level 3 | Level 4 | Levels 3&4 | |
| 2005-2006 | 5 | All Students | 15.0 % | 13.3 % | 61.7 % | 10.0 % | 71.7% | 60 |
| | | Students in at least 2 nd Year | 14.0 % | 12.3 % | 63.2 % | 10.5 % | 73.7% | 57 |
| 2006-2007 | 3 | All Students | 0.0% | 1.8% | 71.9 % | 26.3 % | 98.2% | 57 |
| | | Students in at least 2 nd Year | 0.0% | 0.0% | 68.3 % | 31.7 % | <u>100.0%</u> | 41 |

In 2005-2006, 73.7 percent of students enrolled performed at or above Level 3 (proficient) on the New York State mathematics assessment. In 2006-2007, **98%** of all 3rd grade students enrolled performed at or above Level 3 (proficient) on the New York State Mathematics assessment. Of those students enrolled for 2 years or more scored **100%** proficient, scoring at Levels 3 & 4.

c) EVALUATION

In 2005-2006, this result was just below the measure’s requirement that at least 75 percent of the students perform at or above Level 3. In 2006-2007, the result was 100%, 25% higher than the measure’s requirement.

GOAL 2, MEASURE 1: Absolute Proficiency

b. Each year, the school’s aggregate Performance Index on the NYS Math exam will meet or exceed the Annual Measurable Objective set forth in the State’s NCLB school accountability plan.

a) METHOD

Under the current federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the state’s mathematics exam has scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO) is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all

students will be proficient in the State’s mathematics performance standard by 2013–14.

The Performance Index is based on the following calculation:

$$\text{PI} = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$$

It is based on all students taking the 2006-200 mathematics examination, not only continuously enrolled students.

b) RESULTS

Based on the formula above, the PI for Sisulu-Walker CS for 2005-2006 mathematics PI follows: $\text{PI} = (12.3+63.2+10.5) + (63.2+10.5) = 157$.

The PI for Sisulu-Walker CS for 2006-2007 is 198.

c) EVALUATION

The mathematics AMO for 2005-2006 is 86. Sisulu-Walker Charter School’s PI of 157 is greater than the AMO of 86, so the school has met this measure. The mathematics AMO for 2006-2007 again is 86. Sisulu-Walker Charter School’s PI of 198 is greater than the AMO of 86, so the school has met this measure.

GOAL 2, MEASURE 2: Comparative Proficiency
a. Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the NYS Math Assessment will be greater than that of the local school district. “District” is defined as Community School District 5 within the New York City School District, the adjacent district with student demographics substantially similar to that of the school [from which the school draws more of its students than any other].

METHOD

The purpose of the measure is to show that Sisulu-Walker’s instruction enables its students to achieve at a higher level in mathematics than similar schools, we have chosen to compare our students who are eligible for free lunch with those same students who are eligible for free lunch throughout Community School District 5.

RESULTS

The chart below reports the results of this assessment for the school and the school district:

| Year | Grade | Percent of Students at Levels 3 & 4 | |
|-----------|-------|---|--------------------------------|
| | | SWCS Students Enrolled in their Second Year | NYC CSD #5 All tested students |
| 2005-2006 | 5 | 73.7% (73.7% of N=57) | 36.7% (34.7% of N=1154) |
| 2006-2007 | 3 | 100.0% (100.0% of N=41) | 69.3% (69.3% of N=1117) |

EVALUATION

The Sisulu-Walker Charter School scored higher than those students in neighboring schools in NYC CSD #5 by 31%.

GOAL 2, MEASURE 2: Comparative Proficiency
 b. Each year, the school will exceed its expected level of performance on the NYS Math 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 NYS.

METHOD

The Charter Schools Institute conducts a Comparative Performance Analysis, which provides a comparative measure of student performance on state tests, using a regression analysis that controls for students eligible for free lunch among all public schools in New York State. SWCS’s actual percent of students at or above Level 3 is compared to a predicted level of performance (a specified projection of the percent of students who should score at or above Level 3) based on the test performance and free-lunch statistics of all public schools. The difference between the school’s attained and expected performance, relative to other schools with similar free-lunch statistics produces an Effect Size.

RESULTS

Results are displayed in a table included as an attachment to this Accountability Progress Report.

EVALUATION

SWCS met the measure in 2005-2006 by having a higher percent in comparison to the district. SWCS met the measure in 2006-2007 by having a higher percent in comparison to the district.

GOAL 2, MEASURE 3: Value Added to Student Learning

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

a) METHOD

Since the purpose of the measure is to show that Sisulu-Walker's Math instruction enables its students to achieve at higher levels than similar schools, we hope to demonstrate that we have reduced the achievement gap in baseline performance and the objectives set by CSI. We have worked on this by providing teachers specific instructional support in the classroom and increased professional development opportunities. The school hired a professional development coordinator in order to provide teachers high quality in-class coaching and on-going review of assessment results.

In 2006-2007, the school did not have any students who had taken the state assessment in the year prior. (The school's only tested students were in the 3rd grade.) Next year, with two years of data from the exam for a cohort of students, we will be able to delineate progress more precisely.

b) RESULTS

The table below provides a baseline of 3rd grade student scores from 2006-2007. These students will be able to provide growth-data in the Spring of 2008.

| Year | Grade | Population | Students Scoring at Levels 3 and 4 | |
|-----------|-------|---|------------------------------------|------------------|
| | | | Percent | (Total N Tested) |
| 2006-2007 | 3 | Students in their 2 nd Year | 100 | (41) |
| 2007-2008 | 4 | Students in at least their 3 rd Year | N/A | N/A |

c) EVALUATION

The 2006-2007 result is above the CSI-required objective on the mathematics assessment of 75% at levels 3 and 4; the 2006-2007 result is a baseline result for future comparisons.

GOAL 1, MEASURE 3: Value Added to Student Learning

b. B. For the 2006 – 2007 school year, a cohort of Sisulu Children’s Academy students will reduce by one-half the gap between their baseline performance and grade level on the math battery of the national Terra Nova assessment. The third grade cohort will reduce by one-half the gap between its average NCE score on the fourth grade test and a NCE of 50. If the cohort’s baseline exceeds an NCE score of 50, it will be expected to show an increase in its NCE score.

a) METHOD

Fifty-four (54) students took the mathematics battery of the Terra Nova in Spring 2006 (as 2nd graders) and did again in the Spring 2007 (as 3rd graders).

b) RESULTS

The mean NCE in spring 2006 for these 54 students was 43%; the mean NCE in spring 2007 was 49.8%.

c) EVALUATION

The increase of 6.9% NCE means that the school met this objective.

SUMMARY GOAL # 2

We were quite proud of our NYS Mathematics results, however, the Terra Nova Math results for 3rd grade were not a robust as we would have liked. We have developed instructional goals, with specific objectives to increase students’ performance levels.

Our 3rd grade scores were significantly higher than our neighbors in surrounding schools. The SWCS students celebrated 98% of students scoring Levels 3 & 4 on the NYS Mathematics assessment, while the surrounding elementary school neighbors had 69.3% of students scoring Levels 3 & 4, a difference of 28.7 %.

We employed 2 new teachers in the 3rd grade, one was a 3rd year teacher from NYC public schools and the other, a Teacher for America first-year novice. While both put forth significant effort, there were many deficits from 2nd grade and there was a steep learning curve for the TFA novice.

We used as many interventions as possible and began including in our instructions the games and activities from Everyday Math and a math consultant. During 2007-2008, we will continue to provide a math consultant to our teachers in an attempt to increase use of best practices techniques in order to improve instruction. We will further develop our math instruction by increasing use of math activities, drills, and games from Everyday Math program, along with our improved use of Addison-Wesley Mathematics materials.

ACTION PLAN

There specific interventions that have been identified will be the following:

- Establishing monthly academic/instructional objectives to meet and a monthly review by the Principal of student progress in meeting all objectives. The review of each class's progress and identifying students who did not meet those objectives will highlight deficits and allow for intervention strategies to be employed right away. Using the Special Education Coordinator, the Title 1 Teacher, the Intervention Teacher, and Lead Teacher, there will be specific interventions provided for those students.
- Conduct more regular observations, including walk-throughs and monthly written evaluations of instructional practices.
- Provide special assistance by the interventions specialists to individual students who require more personalized support.
- Provide specific coaching and professional development support for teachers and instructional assistants.

Academic Assessment Goal 3:

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

GOAL 3

During school years 2005-2006 and 2006-2007, The Sisulu-Walker Charter School did not offer a grade 4 program, thus there was no administration of the NYS Science Assessment either year.

Academic Assessment Goal 4:

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

GOAL 4, MEASURE 1: Absolute Proficiency

- A. Each year 75% of students of each assessed grade who have been continuously enrolled in the school for two or more years will perform, at or above Level 3 on the NYS Social Studies assessment.
- B. Each year, the percentage of students who have been continuously enrolled in the school for two or more years will perform, at or above Level 3 on the NYS Social Studies assessment will be greater than that of the local school district.

a) METHOD

Fifth grade students took the NYS Social Studies Assessment in November 2005. The Social Studies Assessment exam measures skills and knowledge that have been mastered during a student's full schooling history (Grades K-5). The Sisulu-Walker Charter School has set significant goals where the achievement levels of its students will be in the upper ranges of achievement levels when measured against all 5th grade students state-wide. Progress toward this goal will be measured by specifically assessing students who have been in our school at least 2 years. These students should have benefited by the high quality instruction our school has offered. The chart below reports the results of last year's assessment and compares it to prior years' assessments for these students. *Sisulu-Walker did not serve grade 5 in the 2006-2007 school year.*

Count of All Current Fifth Grade Students

| Year of Administration Social Studies | Number Tested and Performance Level | | | | | | | Tested | Enrolled | Scoring 3/4 |
|---------------------------------------|-------------------------------------|-----|---------------|------------------------------|---------|---------|---------|--------|----------|-------------|
| | IEP | ELL | Number Absent | Tested and Performance Level | | | | | | |
| | | | | Level 1 | Level 2 | Level 3 | Level 4 | | | |
| 2004-2005 | N/A | 0 | 0 | 3 | 10 | 50 | 8 | 71 | 71 | 81.7% |
| 2005-2006 | 7 | 0 | 0 | 12 | 6 | 28 | 14 | 60 | 60 | 70% |
| 2006-2007 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

b) RESULTS

The Sisulu-Walker Charter School did not meet its goal of continuing to increase performance levels in Social Studies. There were more

students who scored on Level 1 than last year; however there were more students that scored on Level 4. While the results reported appear to have shown a decrease in achievement, these results represent different students than the previous year. In addition, as the assessment was given in November 2005 and one class had a novice teacher, she had not been developed enough to have made an impact on achievement levels and the knowledge base of her students. In Class # 1, 9 of 25 students scored on Levels 3 & 4, while in Class #2, 33 of 35 students scored on Levels 3 & 4.

c) EVALUATION

The Sisulu-Walker Charter School did not meet its goal to continue its high performance levels in all subject areas, however, we are providing significant professional development in the upcoming school year in order to insure that all students in our school will receive quality instruction in all grades in Social Studies thereby insuring higher proficiency when our younger students are again scheduled to take the NYS Social Studies assessments.

Academic Assessment Goal 5:

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

GOAL 5, MEASURE 1:

Each year, the Sisulu-Walker Charter School will be designated in “Good Standing” under the Federal Title 1 component of the State’s “school accountability system”.

The Sisulu-Walker Charter School received recognitions from the State of New York as a School “Closing the Achievement Gap” for 2005-2006 under Federal Title 1 component of the States “School Accountability System”.