

Accountability Plan Progress Reports for the 2007-08 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**

**2007-08
ACCOUNTABILITY PLAN
PROGRESS REPORT
(Updated)**

Submitted to the SUNY Charter Schools Institute on:

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Representing
The Board of Trustees

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The Sisulu-Walker Charter School 2007-08 Accountability Plan Progress Report

Karen W Jones, Principal of Sisulu-Walker Charter School, prepared this 2007-08 Accountability Progress Report on behalf of the school's 2007-2008 Board of Trustees:

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Introduction

The Mission

The mission of Sisulu-Walker Charter 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. Sisulu-Walker Charter 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.

About Sisulu-Walker Charter School

When we opened our doors for the first day of class in September 1999, Sisulu-Walker became the very first of 4 public charter school in the State of New York. On that historic day and during our first year we hosted President George W. Bush (then Texas governor), Governor George Pataki, Secretary of State Randy Daniels and other national, state and local dignitaries who recognized the promise Sisulu-Walker held for a brighter future for its students and their families.

Today, we are largely fulfilling that promise. Sisulu-Walker is, by many measures, one of the top performing public charter schools in Manhattan. Our students' success on 2008 State Math and ELA assessments exceeds the New York City average. Sisulu-Walker has almost twice the percentage of students at or above the state standards in reading and math as compared to nearby traditional public schools in Central Harlem. The School served a full-enrollment population this year with 262 students.

As a result of the school's strong academic results, Sisulu-Walker's charter to operate was renewed for five years by the New York State Education Department within the 2005-2006 school year.

KEY FACTS

Demographics

- 92% of Sisulu-Walker students are African, Caribbean, and African-American
- 87% of Sisulu-Walker students receive free or reduced price lunch
- 8% of Sisulu-Walker students have special education needs

School Design 2007-2008

- Grades served: K-4
- Enrollment: 262 students
- Class Size: approximately 27 students to 1 Certified Classroom Teacher with a Certified Assistant Teacher in every class
- Curricula Used: Open Court Reading Series, Addison-Wesley Mathematics, including Activities and Manipulatives from Everyday Math, Scott Foresman Science, and Victory Schools, Inc. proprietary materials

- Special Programs: Academic Support in After School, Artists in Residency Visual Arts program, and Reading First/Third Year (NCLB)

The School Program

The Sisulu-Walker Charter School has a curriculum that uses the framework of the State of New York’s goals and objectives for its students. In that effort, we have a comprehensive literary program, using the Open Court Reading Program and vast classroom libraries, using both fiction and non-fiction, to develop the ability of our students in oral reading fluency and wide-ranging comprehension skills; a problem-solving approach to Mathematics, using the Addison-Wesley textbooks and the Everyday Math games, activities, and manipulatives as we develop students’ ability to be familiar with and maneuver math concepts; an inquiry-base Science program, using the Scott Foresman Science; the Core Knowledge approach to Social Studies instruction that uses a thematic enrichment program, using projects, discussion, and field experiences to further students’ understanding.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2003-04	28	0	0	86	85	66	265
2004-05	25	55	0	0	71	75	226
2005-06	54	49	50	0	0	59	212
2006-07	78	53	54	53			238
2007-08	27	78	49	52	48		254

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

The Reading First (NCLB) initiative has guided our language arts curriculum over the past 3 years and is instrumental in the academic growth of our students. This approach has helped to support the rigorous enhancement of teaching and learning at Sisulu. This implementation has steered our phonics-based language arts and writing program with much success. It has served our students well in creating young learners who have effective decoding skills, strong comprehension abilities, and rich vocabulary backgrounds

Our instructional staff has benefited as well, becoming effective teachers of language arts and reading. They have successfully used whole group and small group instruction to proficiently meet the academic needs of our students. In fact, four of our teachers and our reading coach represented the State of New York at the National Reading First Conference last July 2007, demonstrating through word and video how to effectively implement differentiated instruction, using learning centers.

Throughout this school year, we have assessed our students' growth and progress using embedded text assessments, the Princeton Review and DIBELS. Each has documented the successes of our students and teachers' efforts. As a result, 86% of third graders scored at Levels 3 & 4 on the ELA and our current 4th graders moved from 66% last year to 78% proficiency this year.

These successes are the result of continual professional development of our staff, including coaching and in-class modeling of technique and strategies. This training is given to our certified teachers and certified teacher assistants on a regular basis, both weekly and monthly. With this team approach, all of students receive a high-level instructional effort, with instruction that meets their academic needs. With the support of our full-time reading coach, book studies, and review of data to drive instruction, we have continued to improve.

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 assessment to students in 3rd and 4th grade in January 2008. Each student's raw score has been converted to a grade-specific scaled score and 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.

**2007-08 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	52	0	0	0	52
4	54	0	0	0	54
All	106	0	0	0	106

Results

With the strong and detailed instructional program from Reading First, we feel that this program made the difference in our Language Arts implementation. We not only had the oversight from both the on-site and Regional RF coaches and monthly visits from our textbook consultant, but also review from the NYS Reading First evaluators. We were consistently improving technique and learning intervention strategies for students experiencing difficulty. Those who were students for at least 2 years benefited from this heightened instructional oversight. The students who scored below our Benchmark were students who were either Special Education or had significant behavioral challenges that interfered with their learning at the beginning of the year.

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

**Charter School Performance on 2007-08 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	10	73	17	<u>90</u>	52
	Students in At Least 2 nd Year	0	11	71	18	<u>89</u>	44
4	All Students	0	22	72	6	<u>78</u>	54
	Students in At Least 2 nd Year	0	22	71	6	<u>77</u>	49
All	All Students	0	11	72.5	10	82.5	106
	Students in At Least 2 nd Year	0	16.5	71	12	<u>83</u>	93

Evaluation

As a result of our strong Language Arts implementation, our students scored well and exceeded our benchmark of 75% in both grades 3 and 4. As explained earlier, we feel that Reading First has made a significant difference in the performance levels of our students. These ELA results are in line with other assessments (textbook-embedded assessments, Princeton Review, and DIBELS) that our students have taken throughout the school year.

In our 3rd grades class this year, their teachers were their former 1st grade instructors who knew their students' strengths and areas of concern. These teachers had maintained a daily reading and writing regimen consistent in both years. The result was that both classes scored well, with class averages of 85% scoring Levels 3 & 4.

In 4th grade, one teacher has five years of experience, while the other was a Teach for America candidate in his 2nd year of teaching. Our TFA teacher's students fell 4% below the measure for Sisulu of 75%, however his students grew 6% from last year's class average. This year's class average was 71%. His colleague, a more seasoned teacher with 5 years of experience scored significantly higher exceeding the measure of 75% by 10% for a class average of 85%. Together, our 4th grade students had an average score of 78% scoring at levels 3 & 4. These same students grew 12% from their scores from 2006-2007.

Additional Evidence

By using a comparative table, we are able to see a progressive trend in improving our ELA assessment results. The trends are as follows:

Level 1: At the conclusion of 2007-2008, there were no students who scored at this level.

Level 2: At the conclusion of 2007-2008, we decreased this number by 1 student and evened the performance levels of all 4th grade students.

Level 3: At the conclusion of 2007-2008, we increased the number of all students moving up by 8% and 2nd year students by 3%.

Level 4: At the conclusion of 2007-2008, we increased the number of all student moving up by 4.1% and 2nd year students by 3.6%

Levels 3 & 4: At the conclusion of 2007-2008, we increased the number of all students by 12% and 2nd year students by 6.6%.

The evidence demonstrates that we are working with our newest students to bring them along with our previously enrolled students. WE are raising the achievement levels of all students enrolled in our School.

Year	Grade	Population	Percent of Grade Students at Each Performance Level					Number Tested
			Level 1	Level 2	Level 3	Level 4	Levels 3&4	
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
2007-2008	4	All Students	0	22%	72%	6%	78%	54
		Students in at least 2 nd Year	0	22%	72%	6%	78%	49
2007-2008	3	All Students	0	10%	73%	17%	90%	52
		Students in at least 2 nd Year	0	11%	71%	18%	89%	44

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3							71.4%	42	89%	44
4									77%	49
5					75.4%	57				
6										
7										
8										
All					75.4%	57	71.4%	42	83	93

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 2007-08 is 133. 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 above, the PI for Sisulu-Walker CS for 3rd Grade 2007-2008 ELA PI follows: $PI = (10+73+17) + (73+17) = 190$.

The PI for 3rd Grade 2007-2008 is 190.

Based on the formula above, the PI for Sisulu-Walker CS for 4th Grade 2007-2008 ELA PI follows: $PI = (22+72+6) + (72+6) = 178$.

The PI for 4th Grade 2007-2008 is 178.

Calculation of 2007-08 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	0	10	73	17	52
4	0	22	72	6	54

$$\begin{array}{rclclcl}
 \mathbf{PI} & = & 10 & + & 73 & + & 17 & = & 100 \\
 & & & & + & 73 & + & 17 & = & 90 \\
 & & & & & & \mathbf{PI} & = & \mathbf{190}
 \end{array}$$

The PI for 3rd Grade is 190.

$$\begin{array}{rcl} \text{PI} & = & 22 + 72 + 6 = 100 \\ & & + 72 + 6 = 78 \end{array}$$

$$\text{PI} = 178$$

The PI for 4th Grade is 178.

Evaluation

The ELA AMO for **2007-2008** is 133. Sisulu-Walker Charter School's PI for 3rd Grade of 190 is greater than the AMO of 133, so the school has met this measure. The ELA AMO for **2007-2008** is 133. Sisulu-Walker Charter School's PI for 4th Grade of 178 is greater than the AMO of 133, so the school has met this measure.

Additional Evidence

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

In addition, we have fewer students scoring in Level 2 in grades 3 and 4 and no students in either grade that scored in Level 1.

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

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	5	57	3.3%	23.3%	55.0%	18.3%	170	122
2006-07	3	42	0	26.4%	64.2%	1.9%	158	122
2007-08	3,4	160	0	22	112	20	164	133

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

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

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 the school and the school district:

**2007-08 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	89%	44	43%	1029
4	77%	49	46%	1039
All	83	98	44.5%	2068

Evaluation

SWCS has met the measure in 2007-2008 by having a higher percent in comparison to the NYC CSD #5. In 2007-2008, the 3rd and 4th Grade students continued to out-perform the schools within its district.

Additional Evidence

The Sisulu-Walker Charter School continues to perform at a level that is higher than the surrounding schools within District #5. In Language Arts, Sisulu-Walker out-performed District #5 by **46%** in 3rd grade and by **32%** in Grade 4. We attribute this performance level to our combined staff efforts and also, 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 Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3							71.4	69.3	89%	43.1%
4									78%	45.5
5					73.7%	34.7%				
6										
7										
8										
All					73.7%	34.7%	71.4%	69.3%	83.5%	44.3%

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

Sisulu-Walker exceeded its predicted level of performance by an Effect Size of 0.75.

2006-07 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	64.8%	54.4%	10.4	0.75
4						
5						
6						
7						

8						
All	69.0%	54	64.8%	54.4%	10.4	0.75

School's Overall Comparative Performance:
<i>Higher than expected to a medium degree</i>

Evaluation

Sisulu-Walker exceeded the measure.

Additional Evidence

Sisulu-Walker has consistently exceeded the measure.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05						
2005-06	5	71.7%	60	73.3%	49.3%	1.25
2006-07	3	69.0%	54	64.8%	54.4%	0.75
2007-08	3-4		107	82.2%	*	*

* 2007-2008 Predicted data from CSI is not available at the time of this report

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 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. 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 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Our current 4th grade students have made the target goal of at least 75%.

Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	49	66%	75%	78%	YES
5					
6					
7					
8					
All	49	66%	75%	78%	YES

Evaluation

For school year 2007-2008, our measure of 75 % for our 4th graders was met and exceeded. Our 3rd grade students also exceeded the 75% measure by 13%. The performance of our students was the result of increased professional development of staff, closer monitoring of student progress based on data and interventions provided where necessary.

**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	0	1
2007-08	4	1	1

Summary of the English Language Arts Goal

As both 3rd and 4th 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.	Achieved
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.	Achieved

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 professional development for all staff, both certified teachers and certified teacher assistants;
- Continuing to track student progress and regularly reviewing the data to guide instruction;
- Basing lesson plans on data and student needs;
- Providing appropriate interventions for all students who require additional support, including Title 1 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 approaches, our young scholars have done well in Mathematics for 2 consecutive years. We have used the textbooks published by Addison Wesley to guide instruction from kindergarten through grade five, and use the Everyday Math games and activities for old and new approaches to math learning, and the manipulatives to help students take abstract concepts to concrete applications. This combination of programs has helped our students to be able to explain both orally and in writing, how and why specific applications are used to determine solutions to math problems. We also purchased grade level Math libraries for each classroom from nationally well-know 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.

We have also used a math consultant that comes to our school twice monthly to support teacher learning in this context. She is a solid support for teachers in using the games, activities, manipulatives and literature to provide a solid math instructional program. Our students have consistently done well on math assessments, scoring on average at 98%.

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 in Mathematics assessment to students in 3rd and 4th grade in March 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.

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.

**2007-08 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	52	0	0	0	52
4	54	0	0	0	54
All	106	0	0	0	106

Results

For 2 consecutive years, our students have scored well on the State Math assessment, with 98% of our students scoring at Levels 3 & 4.

**Charter School Performance on 2007-08 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	2	65	33	98	52
	Students in At Least 2 nd Year	0	2	66	32	<u>98</u>	47
4	All Students	0	2	63	35	98	54
	Students in At Least 2 nd Year	0	2	62	36	<u>98</u>	53
All	All Students	0	2	64	34	98	106
	Students in At Least 2 nd Year	0	2	64	34	<u>98</u>	100

Evaluation

The Sisulu-Walker Charter School continues to exceed the measure set for our School. For 2 consecutive years, our students have scored 98%, first in 3rd grade last year, and then in both 3rd and 4th grade this year. We attribute our success by using best practices for mathematics. We have combined a good math instruction, with games, activities and manipulatives for concrete understanding, and a monthly math coach who comes into our school, observes teachers and offers good feedback for improvement. This combination of goods and services continues to develop solid math understanding.

Additional Evidence

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

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.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3							100.0%	41	98%	46
4									98%	53
5					73.7%	57				
6										
7										
8										
All					73.7%	57	100.0%	41	98%	99

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 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 2007-08 is 102. 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 above, the PI for Sisulu-Walker CS for 2007-2008 mathematics PI follows: $PI = (2+64+34) + (64+34) = 198$.

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

Calculation of 2007-08 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3,4	0	2	64	34	106

$$\begin{array}{rclclclcl}
 \text{PI} & = & 2 & + & 64 & + & 34 & = & 100 \\
 & & & & + & & 34 & = & 98 \\
 & & & & & & \text{PI} & = & \mathbf{198}
 \end{array}$$

Evaluation

In 2007-2008, this result has exceeded the measure’s requirement that at least 75 percent of the students perform at or above Level 3. The result is 98%, 24% higher than the measure’s requirement.

Additional Evidence

As discussed in previous entries, our students have consistently done well in mathematics, however, we will focus in the upcoming school year, 2008-2009, on the one child in each grade who missed the cut-score of Level 3, by one point, bringing each student significantly high enough to demonstrate mastery. We had no students scoring in Level 1.

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	14.0%	12.3%	63.2%	10.5%	157	122
2006-07	3	57	0.0%	1.8%	71.9%	26.3%	198	122
2007-08	3,4	106	0.0%	2%	64%	34%	198	133

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 reports the results of this assessment for the school and the school district:

**2007-08 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4	
	Charter School Students In At Least 2 nd Year	All District Students

	Percent	Number Tested	Percent	Number Tested
3	98%	52	76.1%	1067
4	98%	54	66.9%	1062
5				
6				
7				
8				
All	98%	106	71.5%	2129

Evaluation

Measure was met. The Sisulu-Walker Charter School scored higher than those students in neighboring schools in NYC CSD #5 by 26.5%.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3							98%	69.3%	98%	76.1%
4									98%	66.9%
5					73.7%	36.7%				
6										
7										
8										
All					73.7%	36.7%	98%	69.3%	98%	71.5%

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

Sisulu-Walker exceeded its predicted level of performance by an Effect Size of 1.32.

2006-07 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		58	96.6	78.1	18.4	1.32
4						
5						
6						
7						
8						
All	69.0	58	96.6	78.1	18.4	1.32

School's Overall Comparative Performance:
<i>Higher than expected to a large degree</i>

Evaluation

Sisulu-Walker greatly exceeded measure.

Additional Evidence

Sisulu-Walker has consistently exceeded the predicted scores by a substantial margin.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05						
2005-06	5	71.7%	60	71.7	51.7	
2006-07	3	69.0%	58	96.6	78.1	1.32
2007-08						

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 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. 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 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, 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

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

Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	54	98%	75%	98%	YES
5					
6					
7					
8					
All	54	98%	75%	98%	YES

Evaluation

The 2007-2008 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.

**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	3	1	1
2007-08	4	1	1

Summary of the Mathematics Goal

As both 3rd and 4th 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.	Achieved
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.	Achieved

Action Plan

Sisulu-Walker Charter School will immediately begin the new school year working with the one child from each grade who had difficulty meeting the 75% standard. They will be brought to a solid Level 3 to demonstrate mastery of math objectives.

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 the one student 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, 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.

SCIENCE

Goal 3: Science

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

Background

There was specific professional development provided to our staff last summer to ignite interest and ease of instruction for 2007-2008. Our staff visited the Liberty Science Center for a full-day training using the State Standards of NYS. Science instruction was provided on a daily basis to students with focus on using the scientific method.

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 4th grade in spring 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

Our students scored well on the State Science assessment, with 100% of our students in their second year scoring at Levels 3 & 4.

Charter School Performance on 2007-08 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%	2%	48%	50%	98%	52*
	Students in At Least 2 nd Year	0%	0%	49%	51%	100%	41*
8	All Students	N/A	N/A	N/A	N/A	N/A	N/A
	Students in At Least 2 nd Year	N/A	N/A	N/A	N/A	N/A	N/A

* Excludes 2 tested students for whom the school has not yet been able to obtain an official score.

Evaluation

The Sisulu-Walker Charter School exceeds the measure set for our School. In 2007-2008, 100 % of our students in their second year scored at level 3 or 4, so we have exceeded the goal in this measure by 25 percentage points.

Additional Evidence

The chart below reports the results of the NYS science assessment for these students. Again, the outcome measure addresses only the performance of students in their second year at SWCS. We do not have a basis of comparison for Science assessment because 2007-2008 was the first year in this charter term that we have had a 4th grade at Sisulu-Walker Charter School.

**Science Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4										
	2003-04		2004-05		2005-06		2006-07		2007-08		
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	
4	School's current charter began in 2006-2007.						No grade 4		100%	52*	
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

* Excludes 2 tested students for whom the school has not yet been able to obtain an official score.

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

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. The Commissioner has not yet publicly released school districts' science scores for 2007-08.

**2007-08 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	52*	**	**
8	N/A	N/A	N/A	N/A

* Excludes 2 tested students for whom the school has not yet been able to obtain an official score.

** Science scores for the local school district for 2007-2008 have not yet been publicly released

Evaluation

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. Furthermore, the 2007-2008 results for the local school district have not yet been publicly released.

Additional Evidence

Although district data for 2007-08 are not available, Sisulu-Walker’s 2007-08 results exceeded the district’s prior year (2006-2007) results by 48 percentage points.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	School's current charter began in 2006-2007						No grade 4	52%	100%	**
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* Excludes 2 tested students for whom the school has not yet been able to obtain an official score.

** Science scores for the local school district for 2007-2008 have not yet been publicly released

Summary

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.

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

Action Plan

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.

SOCIAL STUDIES

Goal 4: Social Studies

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

Background

During school years 2006-2007 and 2007-2008, The Sisulu-Walker Charter School did not offer a grade 5 program, thus there was no administration of the NYS Social Studies Assessment either year.

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

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.

Results

During school years 2006-2007 and 2007-2008, The Sisulu-Walker Charter School did not offer a grade 5 program, thus there was no administration of the NYS Social Studies Assessment either year.

Charter School Performance on 2007-08 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	*	*	*	*	*	*
	Students in At Least 2 nd Year	*	*	*	*	*	*
8	All Students	*	*	*	*	*	*
	Students in At Least 2 nd Year	*	*	*	*	*	*

* School was K-4 during 2007-2008.

Evaluation

During school years 2006-2007 and 2007-2008, The Sisulu-Walker Charter School did not offer a grade 5 program, thus there was no administration of the NYS Social Studies Assessment either year.

Additional Evidence

During school years 2006-2007 and 2007-2008, The Sisulu-Walker Charter School did not offer a grade 5 program, thus there was no administration of the NYS Social Studies Assessment either year.

**Social Studies Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5										
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

During school years 2006-2007 and 2007-2008, The Sisulu-Walker Charter School did not offer a grade 5 program, thus there was no administration of the NYS Social Studies Assessment either year.

**2007-08 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5				
8	N/A	N/A	N/A	N/A

Evaluation

During school years 2006-2007 and 2007-2008, The Sisulu-Walker Charter School did not offer a grade 5 program, thus there was no administration of the NYS Social Studies Assessment either year.

Additional Evidence

During school years 2006-2007 and 2007-2008, The Sisulu-Walker Charter School did not offer a grade 5 program, thus there was no administration of the NYS Social Studies Assessment either year.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5			81.7%		70%					
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Summary

During school years 2006-2007 and 2007-2008, The Sisulu-Walker Charter School did not offer a grade 5 program, thus there was no administration of the NYS Social Studies Assessment either year.

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.	N/A
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

Action Plan

During school years 2006-2007 and 2007-2008, The Sisulu-Walker Charter School did not offer a grade 5 program, thus there was no administration of the NYS Social Studies Assessment either year.

NCLB

Goal 5: NCLB

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: 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 that 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

Each year, the Sisulu-Walker Charter School has been 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".

Evaluation

According to the School Accountability Plan for 2006-2007 and 2007-2008, our School has remained in "Good Standing" in both ELA and Math Assessment results. Each year our students made AYP.

Additional Evidence

According to the School Accountability Plan for 2006-2007 and 2007-2008, our School has remained in "Good Standing" in both ELA and Math Assessment results. Each year our students made AYP.

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing