

Accountability Plan Progress Reports for the 2009-10 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 SUNY 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 SUNY 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, up through 2009-10, 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.

**SISULU-WALKER
CHARTER SCHOOL OF
HARLEM**

**2009-10
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 3, 2010

By Dr. Dawn Cejas, Principal

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Dr. Dawn Cejas, Principal, prepared this 2009-10 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Martez Moore	Board Chairperson
Minnie Goka	Academic Committee & Governance & Legal Affairs
Hillary Strong	Development Committee
William Anthony Allen	Real Estate Committee
Kenneth McRay	Finance Committee
Amanda Payton	PTO President
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INTRODUCTION

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. The school currently serves 268 students. The student population is 89% African-American and 85% free and reduced lunch eligible.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06	60	54	54	0	0	60	0	0	0	0	0	0	0	228
2006-07	76	53	54	56	0	0	0	0	0	0	0	0	0	239
2007-08	28	79	50	51	54	0	0	0	0	0	0	0	0	262
2008-09	0	27	80	56	54	45	0	0	0	0	0	0	0	262
2009-10	28	26	30	78	54	52	0	0	0	0	0	0	0	268

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

Sisulu-Walker's English Language Arts curriculum is based on the Comprehensive Approach to Balanced Literacy. This curriculum approach consists of a reading and writing workshop. The reading workshop includes, engaging leveled text, shared reading, guided reading, interactive read-aloud(s), literature circles and word study. Our writing workshop consists of the six stages (i.e., brainstorm, plan, draft, revise, edit, publish) in the writing process as well as students publishing writing pieces in a variety of writing genres. Also, during the reading workshop, students learn a comprehension strategy or a skill of the week. While in writing workshop, students publish monthly in a specific writing genre. Overall, our English Language Arts is interdisciplinary and is driven by Core Knowledge thematic units, in order to provide all of our students with a well-rounded and an enriching literature experience. Overall, for the 2009-10 school-year, 79.4% of students enrolled in at least their second year achieved a cut off score of 650 or above. Sisulu-Walker therefore met the school-wide proficiency target for the year.

Goal 1: Absolute Measure

Each year through 2008-09, 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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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 3 through 5 grade in April 2010. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	79	0	0	0	79
4	53	0	1	0	54
5	53	0	0	0	53
All	185	0	1	0	186

Results

The following table presents the State English Language Arts test results for all students and for those enrolled in at least their second year in 3rd through 5th grade. Overall, 79.4% of students enrolled in at least their second year achieved a cut off score of 650 or above.

**Charter School Performance on 2009-10 State English Language Arts Exam
2008-09 Cut Points
By All Students Enrolled in at Least Their Second Year**

Grade	Population	Percent at Each Performance Level - <i>2008-09 Cut Points</i>					Number Tested
		Level 1	Level 2	Level 3	Level 4	Percent Scoring at or above 650	
3	All Students	0.0%	29.1%	68.4%	2.5%	70.9%	79
	Students in At Least 2 nd Year	0.0%	30.4%	68.1%	1.4%	69.6%	69
4	All Students	0.0%	17.0%	79.2%	3.8%	83.0%	53
	Students in At Least 2 nd Year	0.0%	16.3%	79.6%	4.1%	83.7%	49
5	All Students	0.0%	13.2%	84.9%	1.9%	86.8%	53
	Students in At Least 2 nd Year	0.0%	9.5%	90.5%	0.0%	90.5%	42
All	All Students	0.0%	21.1%	76.2%	2.7%	78.9%	185
	Students in At Least 2 nd Year	0.0%	20.6%	77.5%	1.9%	79.4%	160

Evaluation

In 2009-10, all grades met the goal of having at least 75% of students (in at least their second year) scoring at or above 650 points on the State ELA Exam except the 3rd grade. The 3rd grade missed the cutoff percentage by 5.4 percentage points. We are especially proud of the 5th grade results which reflect 90.5% of students at or above the target score.

In addressing the failure to fully meet this measure in previous school years, the School focused on professional development including frequent walk-throughs by the Principal and consultants using a template that clearly outlined teacher actions and evidence of student behaviors developed by the Principal, Victory Schools, and the Board’s Academic Committee. Feedback was provided to teachers in order to help them incorporate strategies through differentiated instruction. In addition,

teachers received professional development that was focused on using student data to differentiate instruction. The number of students meeting this measure continued to trend upward in 2007-08 reaching a high point in 2008-09 where the overall percentage of students exceeding the measure in grades 3-5 was 89.1%, nearly 15% over the benchmarked hurdle. To ensure that results trend upward going forward, we will continue to implement grade team meetings which focus on the use of data and where every student’s progress is reviewed and addressed. Also, data walls provide teachers and other staff with a clear understanding of where students are and what skills need to be addressed.

Additional Evidence

Most noteworthy in the table below is the overall drop in all students at the proficiency level between the 2008-09 and 2009-10 school years. The score dropped by 9.7 percentage points. Part of the drop is explained by the change in the measure of proficiency between the two years. Other factors influencing overall ELA proficiency are being addressed in the action plan.

English Language Arts Performance by Grade Level and School Year

		Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 <i>and a Scale Score of 650 in 2009-10</i>									
		Years of <i>Current</i> Accountability Plan									
		2005-06		2006-07		2007-08		2008-09		2009-10	
Grade		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	No grade 3			71.4%	42	84.8%	46	100.0%	40	69.6%	69
4	No grade 4			No grade 4		77.3%	44	84.1%	44	83.7%	49
5		76.4%	55	No grade 5		No grade 5		82.9%	35	90.5%	42
All		76.4%	55	71.4%	42	81.1%	90	89.1%	119	79.4%	160

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 2009-10 is 155.¹ 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.

¹ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Results

Based on the formula listed above, the PI for Sisulu-Walker Charter School for grades 3-5 is **179**.

Calculation of 2009-10 English Language Arts Performance Index (PI) - 2008-09 Cut Points

Percent of Students at Each Performance Level - 2008-09 Cut Points														
Grades	Level 1			Level 2			Level 3			Level 4			Number Tested	
3-6	0.0%			21.1%			76.2%			2.7%			185	
	PI	=		21.1%	+		76.2%	+		2.7%	=		100	
					+		76.2%	+		2.7%	=		79	
										PI	=		179	

Evaluation

The ELA AMO for 2009-10 is 155. Sisulu-Walker Charter School’s PI for 3rd through 5th grade is 179, which is higher than the target by 24 points. Therefore, the school has met this measure.

Additional Evidence

Sisulu-Walker has consistently achieved PI’s which exceed the AMO. Most noteworthy in the table below are the following:

- The percent of students at Level 1 dropped to 0% between 2008-09 & 2009-10.
- The PI dropped by 5 points between 2008-09 & 2009-10.
- The percentage of students at Level 2 increased between 2008-09 & 2009-10 by 6.1%.

English Language Arts Performance Index (PI)--2008-09 Cut Points for 2009-10--and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level (2008-09 Cut Points for 2009-10)				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	5	59	3.4%	22.0%	55.9%	18.6%	171	122
2006-07	3	51	5.9%	25.5%	66.7%	2.0%	163	122
2007-08	3-4	107	0.0%	17.8%	71.0%	11.2%	182	133
2008-09	3-5	147	0.7%	15.0%	76.2%	8.2%	184	144
2009-10*	3-5	185	0.0%	21.1%	76.2%	2.7%	179	155

* For 2009-10, this chart displays the percentages using the cut points from 2008-09.

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 of students who were enrolled in at least their second year and are compared to all tested students in the surrounding public school district:

**2009-10 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 #5 Students	
	Percent	Number Tested	Percent	Number Tested
3	40.6%	69	33.0%	987
4	53.1%	49	27.8%	1,023
5	40.5%	42	27.2%	945
All	44.4%	160	29.3%	2,955

Evaluation

Sisulu-Walker has met the measure in 2009-10 by having a higher percentage in comparison to the NYC CSD #5. In 2009-10, Sisulu-Walker had 44.4% of all students (in at least their second year) at Level 3 or 4 while the District had only 29.3% of students at Level 3 or 4. The School exceeded the District by 15.1 percentage points. Sisulu-Walker’s percentage also exceeded that of the District in 2009-10 for all grade levels.

Additional Evidence

Sisulu-Walker students enrolled in at least their second year continue to perform at a level that is higher than the surrounding schools within the local district. This statement is true for individual grade levels as well as the entire school. While our numbers dropped considerably between 2008-09 and 2009-10, as shown in the table below, we believe this result is attributed to the change in the cutoff score for proficiency.

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

Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4										
Years of <i>Current</i> Accountability Plan										
	2005-06		2006-07		2007-08		2008-09		2009-10	
Grade	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	No grade 3		71.4%	40.1%	84.8%	43.1%	100.0%	56.0%	40.6%	33.0%
4	No grade 4		No grade 4		77.3%	45.5%	84.1%	53.5%	53.1%	27.8%
5	76.4%	34.7%	No grade 5		No grade 5		82.9%	62.8%	40.5%	27.2%
All	76.4%	34.7%	71.4%	40.1%	81.1%	44.3%	89.1%	57.1%	44.4%	29.3%
Sources:										
	Data source for District #5 2007-2008 data is "2008ELAMath-district-and-bldg-aggregates.XLS" from NYSED									
	Data source for District #5 2006-2007 data is "2007Grades3-8ELAPublicDistrict-School-ISR-ELA.PDF" from NYSED									

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. Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

2009-10 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		79	44.3%	*	*	*
4		53	50.9%	*	*	*
5		53	43.4%	*	*	*
All		185	45.9%	*	*	*
School's Overall Comparative Performance:						
*						

* 2009-2010 Predicted data from CSI is not available at the time of this report

Additional Evidence

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

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	5	71.7	60	73.3%	49.3%	1.25
2006-07	3	69	54**	64.8%**	54.4%	0.75
2007-08	3-4	67.69	107	82.3%	59.5%	1.7
2008-09	3-5	72.8	148	84.5%	67.8%	1.2
2009-10	3-5		185	45.9%	*	*

* 2009-2010 Predicted data from CSI is not available at the time of this report

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

Data sources for 2005-2006, 2006-2007, 2007-2008 & 2008-2009 are school's comparative Performance Analyses from CSI.

Goal 1: Growth Measure

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. 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

Only grade 5 met the target for school year 2009-10. The overall school-wide target was also missed.

Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing <i>At or Above 650</i>			Target
		2008-09	Target*	2009-10	Achieved
4	50	94.0%	>94.0%	82.0%	No
5	42	78.6%	>78.6%	90.5%	Yes
All	92	87.0%	>87.0%	85.9%	No

Evaluation

For school year 2009-10, our measure for the 4th grade was missed by 12 points. Subsequently, our measure for all grades was missed by 1.1 points. We will continue to implement our plan to increase performance levels of all students. As part of this plan, we will continue to closely monitor staff interventions for students who require additional support. Please see the action plan for additional performance improvement strategies.

Cohort Performance on State English Language Arts Exam

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

School Year	Year Was Under <u>Current</u> or <u>Prior</u> Accountability Plan?	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2005-06	<u>Current</u>	First Yr of New State Assessment		
2006-07	<u>Current</u>	Only Grade 3 Tested		
2007-08	<u>Current</u>	4	1	1
2008-09	<u>Current</u>	4-5	1	2
2009-10**	<u>Current</u>	4-5	1	2

* Target is defined as one half the gap between the percent at or above Level 3 on the previous year’s State ELA exam and 75 percent at or above Level 3 on the current year’s State ELA exam.. Where the cohort has already achieved 75% at or above Level 3, the percentage at or above Level 3 should increase.

** For 2009-10, this chart is based on percent of students performing at or above a scale score of 650.

Summary of the English Language Arts Goal

All goals were achieved except the growth goal. The overall growth goal was missed by 1.1 points. Sisulu-Walker will address this issue via the action plan below.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A (data not available)
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Not Achieved (missed by 1.1 points)

Action Plan

Sisulu-Walker will continue to maintain and improve its academic performance levels based on the results associated with these above listed goals through a collaborative leadership model that includes:

- Grade level meetings
- Parent Meetings
- Differentiated Instruction
- Teacher Differentiated Professional Development
- Data-Driven Instruction

- Data Wall Monitoring System
- Collaboration among school, VSI, and BOT Academic Committee
- Academic Intervention Program
- Providing appropriate interventions for all students who require additional support, including Title I, ELL 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

Sisulu-Walker provides a daily extended block of Mathematics instruction. Our Mathematics curriculum is New York State Standards-based and supported by the research- proven and standards-based Scott Foresman Mathematics (Grades K-2) and the Everyday Mathematics (Grades 3-5) programs. Through these programs students explore the mathematical process strands (problem solving, reasoning and proof, communication, connections and representation) and the mathematical content strands (number sense and operations, algebra, geometry, measurement and statistics and probability) through investigations, inquiries as well as hands-on activities using the support of Everyday Mathematics manipulatives. Overall, students receive on-going informal and formal assessment to ensure that they are developing mastery of essential mathematical competencies, concepts, as well as developing essential problem-solving skills to succeed in this subject area.

Goal 2: Absolute Measure

Each year through 2008-09, 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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 5th grade in May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 200809 the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	79	0	0	0	79
4	54	0	0	0	54
5	53	0	0	0	53
All	186	0	0	0	186
			0		

Results

The following table presents the state Mathematics test results for all students and for those students enrolled in at least their second year in 3rd through 5th grade. Overall, 95% of students enrolled in at least their second year achieved a cutoff score of 650 or above.

**Charter School Performance on 2009-10 State Mathematics Exam -
2008-09 Cut Points
By All Students and Students Enrolled in At Least Their 2nd Year**

Grade	Population	Percent at Each Performance Level - <i>2008-09 Cut Points</i>					Number Tested
		Level 1	Level 2	Level 3	Level 4	Percent Scoring at or above 650	
3	All Students	0.0%	2.5%	81.0%	16.5%	97.5%	79
	Students in At Least 2 nd Year	0.0%	2.9%	81.2%	15.9%	97.1%	69
4	All Students	1.9%	11.1%	81.5%	5.6%	87.0%	54
	Students in At Least 2 nd Year	2.0%	10.2%	81.6%	6.1%	87.8%	49
5	All Students	0.0%	0.0%	77.4%	22.6%	100.0%	53
	Students in At Least 2 nd Year	0.0%	0.0%	81.0%	19.0%	100.0%	42
All	All Students	0.5%	4.3%	80.1%	15.1%	95.2%	186
	Students in At Least 2 nd Year	0.6%	4.4%	81.3%	13.8%	95.0%	160

Evaluation

The Sisulu-Walker Charter School continues to exceed its mathematics goals both on a school-wide basis, and on an individual grade-level basis. Each grade level met and exceeded the 75% proficiency target.

Evaluation

As shown above, the School’s PI of 195 not only exceeded the target AMO score of 135, but also came within 5 points of the highest possible score of 200.

Additional Evidence

Sisulu-Walker’s PI continues to outperform the AMO as shown below. There was a small increase in the number of students at Level 1 (.5%) and the number of students at Level 2 (4.3%), however, 95.2% of students remain proficient.

**Mathematics Performance Index (PI)--2008-09 Cut Points for 2009-10--
and
Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level <i>(2008-09 Cut Points for 2009-10)</i>				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	5	60	13.6%	13.6%	62.7%	10.2%	159	86
2006-07	3	50*	0.0%	0.0%	74.0%	26.0%	200	86
2007-08	3-4	105	0.0%	1.9%	64.8%	33.3%	198	102
2008-09	3-5	144	0.0%	2.1%	55.6%	42.4%	198	119
2009-10**	3-5	186	0.5%	4.3%	80.1%	15.1%	195	135

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

** For 2009-10, this chart displays the percentages using the cut points from 2008-09. (NYSED has applied to and expects approval from USED to allow schools and districts that would have made Adequate Yearly Progress (AYP) had the cut scores not changed, to get credit for making AYP in 2009-10.)

Goal 2: Comparative Measure

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

Method

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

Results

The chart below provides evidence that Sisulu-Walker students remain highly competent in Mathematics and exceed the performance of the local district.

**2009-10 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 #5 Students	
	Percent	Number Tested	Percent	Number Tested
3	46.4%	69	38.7%	1,005
4	57.1%	49	38.1%	1,048
5	64.3%	42	38.5%	980
All	54.4%	160	38.4%	3,033

Evaluation

The Sisulu-Walker Charter School exceeded the aggregate of the district performance by 16%. In all grades, the performance level of Sisulu-Walker exceeds that of the district.

Additional Evidence

Each year, Sisulu-Walker exceeded the performance level of the district by a significant amount as shown below. While our numbers dropped considerably between 2008-09 and 2009-10, as shown in the table below, we believe this result is attributed to the change in the cutoff score for proficiency.

**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									
	Years of <i>Current</i> Accountability Plan									
	2005-06		2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	No grade 3		100.0%	69.3%	97.8%	76.1%	100.0%	81.6%	46.4%	38.7%
4	No grade 4		No grade 4		100.0%	66.9%	100.0%	68.6%	57.1%	38.1%
5	72.7%	36.7%	No grade 5		No grade 5		94.3%	75.5%	64.3%	38.5%
All	72.7%	36.7%	100.0%	69.3%	98.9%	71.5%	98.3%	75.3%	54.4%	38.4%

Sources:

Data source for District #5 2007-2008 data is "2008ELAMath-district-and-bldg-aggregates.XLS" from NYSED

Data source for District #5 2006-2007 data is "2007Grades3-8ELAPublicDistrict-School-ISR-ELA.PDF" from NYSED

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. Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

2009-10 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		79	50.6%	*	*	*
4		54	55.6%	*	*	*
5		53	66.0%	*	*	*
All		186	56.5%	*	*	*
School’s Overall Comparative Performance:						
*						

* 2009-2010 Predicted data from CSI is not available at the time of this report

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

Sources:

Data sources for 2005-2006, 2006-2007, 2007-2008 & 2008-2009 are school’s Comparative Performance Analyses from CSI.

Additional Evidence

The table below shows that Sisulu-Walker consistently outscores the predicted number. The School also exceeded the Effect Size of .3 in each year where data was available.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	5	71.7	60	71.7%	51.7	0.87
2006-07	3	69	58**	96.6%**	78.1	1.32
2007-08	3-4	67.69	106	98.2%	81.07	1.42
2008-09	3-5	72.8	149	98.0%	84.5	1.18
2009-10	3-5		186	56.5%	*	*

* 2009-2010 Predicted data from CSI is not available at the time of this report

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

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

Sources:

Data sources for 2005-2006, 2006-2007, 2007-2008 & 2008-2009 are school's Comparative Performance Analyses from CSI.

Goal 2: Growth Measure

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

This table provides evidence that each cohort of students continues to make academic progress toward achieving target goals.

Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing <i>At or Above 650</i>	Target	2009-10	Target Achieved
		2008-09			
4	51	100.0%	100.0%	86.3%	No
5	46	100.0%	100.0%	100.0%	Yes
All	97	100.0%	100.0%	92.8%	No

Evaluation

The 4th grade group missed the target by 13.7 points. The 5th grade group met the target of 100% proficiency. On a school-wide basis, Sisulu-Walker missed the overall target by 7.2 points.

Additional Evidence

The chart below provides evidence that our cohorts have inconsistently met the established target. This issue will be addressed by the action plan below.

**Cohort Performance on Mathematics Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Year Was Under <u>Current</u> or <u>Prior</u> Accountability Plan?	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2005-06	<u>Current</u>	First Yr of New State Assessment		
2006-07	<u>Current</u>	Only Grade 3 Tested		
2007-08	<u>Current</u>	4	0	1
2008-09	<u>Current</u>	4-5	1	2
2009-10**	<u>Current</u>	4-5	1	2

* Target is defined as one half the gap between the percent at or above Level 3 on the previous year’s State Math exam and 75 percent at or above Level 3 on the current year’s State Math exam.

If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year:

** *For 2009-10, this chart is based on percent of students performing at or above a scale score of 650.*

Summary of the Mathematics Goal

All goals were achieved except the growth goal. The overall growth goal was missed by 7.2 points. Sisulu-Walker will address this issue via the action plan below.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A (data not available)
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Not Achieved (missed by 7.2 points)

Action Plan

Sisulu-Walker Charter School will continue supporting staff members through the Principal and Assistant Principal partnering with Victory consultants who provides effective strategies and activities supporting our students’ mathematics achievement levels.

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

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

SCIENCE

Goal 3: Science

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

Background

Sisulu-Walker has Science instruction three times a week. There has been a continued focus on Science instruction over the last 3 years. We have included a major Science Fair each year for students to provide evidence of what they have learned under the guidance of the teachers. Each year, student projects have demonstrated a higher level of understanding of the scientific method and student interest in the process. Instruction in the classroom has continued to develop and improve. We believe that this increased interest by both students and teachers will support higher levels of performance in the State Science Assessment in Grade 4.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2010. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

In 2009-10, 95.9% of students at Sisulu-Walker Charter School achieved a Level 3 or 4 on the State Science Exam.

**Charter School Performance on 2009-10 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0.0%	5.6%	40.7%	53.7%	94.4%	54
	Students in At Least 2 nd Year	0.0%	4.1%	38.8%	57.1%	95.9%	49

Evaluation

Once again, the 4th grades students of SWCS proved that the Science instruction in our school is comprehensive and exceeds the Standards of the State of New York. 95.9% of our 4th grade students scored at Levels 3 and 4 in Science. There continues to be a significant number of students scoring at Level 4 (57.1%). There were no students scoring at Level 1.

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

Additional Evidence

When comparing the results of 2009 and 2010, we noted a 4% drop in the number of students at Levels 3 & 4. However, overall achievement remains high.

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

Percent of Students Enrolled in At Least Second Year at Levels 3 and 4										
Years of <u>Current</u> Accountability Plan										
	2005-06		2006-07		2007-08		2008-09		2009-10	
Grade	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	No grade 4		No grade 4		100.0%	43	100.0%	42	95.9%	49

Goal 3: Comparative Measure

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

Method

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

Results

At this time, we do not have the results of our Spring 2010 Science Assessment.

**2009-10 State Science Exam
Charter School and District Performance by Grade Level**

Percent of Students at Levels 3 and 4				
	Charter School Students In At Least 2 nd Year		All District #5 Students	
Grade	Percent	Number Tested	Percent	Number Tested
4	95.9%	49	**	**

** District Comparison data for 2009-2010 Science is not yet available at the time of this report
Sources: Source data for 2007-08 Local District is 2007-08 NYC DOE School Report Card.

Evaluation

At this time, we do not have the results of our Spring 2010 Science Assessment.

Additional Evidence

As shown in the table below, Sisulu-Walker continues to out-perform the local district in all years where data is available.

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

Percent of Charter School Students Enrolled in At Least Second Year and All District Students										
at Levels 3 and 4										
Years of <i>Current</i> Accountability Plan										
	2005-06		2006-07		2007-08		2008-09		2009-10	
Grade	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	No grade 4		No grade 4		100.0%	55%	100%	61%	95.9%	**

** District Comparison data for 2009-2010 Science is not yet available at the time of this report

Summary

As we do not have the 2009-10 Science Assessment results for comparison, we are unable to complete this summary with relevant information. However, the absolute measure was achieved.

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

Action Plan

SWCS continues to score well with a high number of students scoring at Levels 3 & 4 in Science. We attribute these achievement levels to providing high-quality science instruction. We include experimentation and hands-on activities to encourage exploration and critical thinking. It will also provide students opportunities to demonstrate what they have learned and work with their parents in the completion of experiments. We believe that this additional involvement will encourage 100% of our students to become meaningfully involved in Science exploration and understanding.

SOCIAL STUDIES

Goal 4: Social Studies

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

Background

Sisulu-Walker has Social Studies instruction three times a week. Our Social Studies curriculum is New York State Standards based and integrates the highly recognized approach of Ed Hirsch’s Core Knowledge. Through this approach, students are engaged in Social Studies curriculum that provides on-going quality instruction in the five thematic strands of: geography, economics, history, government and people. Additionally, students are informally and formally assessed in this content area on a regular basis to ensure that they are acquiring essential academic skills as well as developing further as critical thinkers and learners.

Goal 4: Absolute Measure

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

Method

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

Results

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

**Charter School Performance on 2009-10 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	1.9%	0.0%	49.1%	49.1%	98.1%	53
	Students in At Least 2 nd Year	0.0%	0.0%	47.6%	52.4%	100.0%	42

Evaluation

The measure was met and the school exceeded the 75% goal by achieving 100% of students at Level 3 or 4 on the State Social Studies Exam.

Additional Evidence

The table below shows that between the 2008-09 and 2009-10 school years, Sisulu-Walker increased its numbers of students (in at least year 2 at the school) scoring Level 3 or 4 on the State Social Studies Exam. The percentage increased by 11.4 percentage points from 88.6% to 100%.

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

Percent of Students Enrolled in At Least Second Year at Levels 3 and 4										
Years of <i>Current</i> Accountability Plan										
	2005-06		2006-07		2007-08		2008-09		2009-10	
Grade	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	74.5%	55	No grade 5		No grade 5		88.6%	35	100.0%	42

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

Because local district comparison data is not yet available, the analysis below is incomplete.

**2009-10 State Social Studies Exam
Charter School and District Performance by Grade Level**

Percent of Students at Levels 3 and 4				
	Charter School Students In At Least 2 nd Year		All District #5 Students	
Grade	Percent	Number Tested	Percent	Number Tested
5	100.0%	42	*	*

*District Comparison data for 2009-10 Social Studies is not yet available at the time of this report.

Evaluation

District Comparison data for 2009-10 Social Studies is not yet available at the time of this report.

Additional Evidence

District Comparison data for 2009-10 Social Studies is not yet available at the time of this report.

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

Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4										
Years of <u>Current</u> Accountability Plan										
Grade	2005-06		2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	74.5%	43%	No grade 5		No grade 5		88.6%	63%	100.0%	*

Summary

As we do not have the 2009 Social Studies Assessment results for comparison, we are unable to complete this summary with relevant information. However, the absolute measure was achieved.

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

Action Plan

Last year’s action plan was successful. In order to increase our performance levels, we re-evaluated our instructional pacing of the lessons. We achieved our own high standard. We will continue to maintain our increased Social Studies instructional implementation with continued focus on pacing, scheduled observations in the classroom and monitoring of on-going assessments based on State Standards.

NCLB

Goal 5: NCLB

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

Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Method

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

Results

Sisulu-Walker has been in good standing for the entire renewal period up to the 2008-09 school year. The AYP status for 2009-10 is not yet available.

Evaluation

Sisulu-Walker has been in good standing for the entire renewal period up to the 2008-09 school year. The AYP status for 2009-10 is not yet available.

Additional Evidence

Sisulu-Walker has been in good standing for the entire renewal period up to the 2008-09 school year. The AYP status for 2009-10 is not yet available.

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Not available

* 2009-2010 AYP Status is not available at the time of this report