



Charter Schools Institute
The State University of New York

Subsequent Renewal Report

Sisulu-Walker Charter School of Harlem

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Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
518/427-6510 (fax)
www.newyorkcharters.org

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The final version of Institute renewal reports should be broadly shared by the school with the entire school community. The reports will be posted on the Institute’s website at: www.newyorkcharters.org/pubsReportsRenewals.htm.

REPORT INTRODUCTION

This report is the primary means by which the Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (the “SUNY Renewal Practices”).¹

Information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm.

RECOMMENDATION AND EXECUTIVE SUMMARY

Recommendation

Full-Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Subsequent Renewal of the Sisulu-Walker Charter School of Harlem and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 5th grade with a maximum enrollment of 270 students, and consistent with the other terms set forth in its Application for Subsequent Renewal.

Background and Required Findings

According to the SUNY Renewal Practices:

In subsequent renewal reviews, and in contrast to initial renewal reviews, the SUNY Trustees evaluate the strength and effectiveness of a school’s academic program almost exclusively by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period. This approach is consistent with the greater time that a school has been in operation and a concomitant increase in the quantity and quality of student achievement data that the school has generated. It is also consistent with the Act’s purpose of moving from a rules-based to an outcome-based system of accountability in which schools are held accountable for meeting measurable student achievement results.

Sisulu-Walker Charter School of Harlem (“Sisulu-Walker”) has applied for a subsequent, Full-Term Renewal of five years. In its 12th year of operation and after three charter periods, the SUNY Renewal Practices provide only two possible renewal outcomes for Sisulu-Walker: Full-Term Renewal or Non-Renewal. In order to earn a Full-Term Renewal, Sisulu-Walker must demonstrate that it has met the criteria for such a renewal as described in the SUNY Renewal Practices. Specifically, the school must demonstrate that it “has met or come close to meeting its academic

¹ The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (revised September 15, 2009) are available at: <http://www.newyorkcharters.org/documents/renewalPractices.doc>.

Accountability Plan goals during the Accountability Period,” or it must face Non-Renewal. Based on the Institute’s review of the evidence that it has gathered and that Sisulu-Walker has provided including, but not limited to, the school’s Application for Subsequent Renewal, evaluation visits conducted during the charter period, a renewal evaluation visit conducted during the final year of the charter period, and the school’s record of academic performance as determined by the extent to which it has met its academic Accountability Plan goals, the Institute finds that the school has met its academic Accountability Plan goals during the Accountability Period.²

Based on all the evidence, the Institute makes the following findings required by the Act. Sisulu-Walker as described in its Application for Subsequent Renewal meets the requirements of the Act and all other applicable laws, rules and regulations. The school has demonstrated the ability to operate in an educationally and fiscally sound manner in the next charter period. Finally, given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes set out in Education Law subdivision 2850(2).

Therefore, in accordance with the standard for Subsequent Renewal found in the SUNY Renewal Practices, the Institute recommends that the SUNY Trustees approve Sisulu-Walker’s Application for Subsequent Renewal and renew its charter for a full-term of five years.

Consideration of School District Comments

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school’s Application for Renewal. As of the date of this report, no comments from the school district were received in response.

Summary Discussion

Academic Success

Over the Accountability Period, Sisulu-Walker Charter School of Harlem has consistently met its Accountability Plan mathematics goal and has met its English language arts goal throughout the period except for the most recent year. Sisulu-Walker has essentially met all of the individual measures associated with the mathematics goal each year. The school performed as strong with respect to its English language arts measures until the current year when its third grade in particular performed much lower. Aside from this decline, the school did continue to outperform the district and similar schools state-wide based on free lunch statistics. In addition, the school has met its science and social studies goals during the Accountability Period. According to New York State’s No Child Left Behind (“NCLB”) accountability system, the school is deemed to be in good standing.

Based on an evaluation of the five measures in its Accountability Plan, Sisulu-Walker had met its English language arts goal until the final year of the Accountability Period. The school met the absolute target of 75 percent proficient in two of the four years of the Accountability Period; after not meeting the goal in the first year, the school exceeded it for the following two years, and then saw scores decline below the target in the most recent year. The school has consistently outperformed its local community school district every year and exceeded the Annual Measurable Objective (“AMO”) set by the state. In comparison to demographically similar schools state-wide, the school has

² SUNY Renewal Practices, Full-Term Renewal standard (9).

performed better than expected in each year of the Accountability Period and met the target in all but the most recent year. Sisulu-Walker has shown year-to-year cohort growth in its overall performance each year except for the most recent year. In 2008-09 one out of two cohorts achieved its growth target, and overall performance increased. In 2009-10, one cohort declined and the other performed the same as it had in the previous year.

Based on an evaluation of the five measures in its Accountability Plan, Sisulu-Walker has met its mathematics goal throughout the Accountability Period. The school has far exceeded its absolute target of 75 percent proficiency each year, with close to 100 percent proficiency each year except the most recent. The school has consistently exceeded the AMO and outperformed its local community school district by a wide margin each year. In comparison to demographically similar schools state-wide, the school met its target and performed better than expected to a large degree each year. With respect to year-to-year cohort growth, the school has seen overall declines in the two most recent years, with one out of two cohorts meeting its individual target each year.

In its 12th year of operation, Sisulu-Walker's fifth principal is currently in her second year at the school. With a reorganization that coincides with the start of her tenure, an assistant principal position was also established as a second school leader. The school's 2009-10 decline in performance in English language arts and mathematics may be attributable to some extent to the transition. Notwithstanding the lower achievement, the new team does provide strong instructional leadership. Under its guidance a number of systems have been introduced into the school's educational program that had not existed before. At the time of the renewal inspection visit, however, many of these new systems were not fully implemented and their effectiveness could not yet be determined.

School leaders instill high expectations for teacher performance and student achievement. Sustained and systematic support is provided to novice or struggling teachers by regularly observing them and providing ongoing resources and guidance. In contrast to the early years of the charter period, the school has begun to implement a systematic teacher evaluation system that is used identify teachers' strengths and weaknesses. Teachers are held accountable for quality instruction and student achievement. Through student assessment data, the school leaders monitor and evaluate the academic program.

Sisulu-Walker has a system to gather assessment and evaluation results and uses it to improve instructional effectiveness and student learning. The school regularly administers assessments aligned to the school's curriculum and state standards. Recently, teacher grade-level data teams have begun to act independently in identifying gaps and trends in assessment data in order to adjust instruction and target remedial assistance. The school follows clear policies and procedures for the use of student performance data. Student and school performance results are regularly shared with parents.

With limited evidence during the Institute's inspection visits of teacher understanding of standards-based instruction and with few curriculum documents to guide and pace lesson planning, Sisulu-Walker is only now beginning to define its curriculum. A curriculum framework is in the initial stages of development and still lacks vertical alignment. Teachers have a general sense of what to teach in each subject and when to teach it and they are developing additional guidance as the current year progresses. The school has adequate instructional materials. Sisulu-Walker has an emerging process for reviewing and revising its curriculum framework and resources but its effectiveness has yet to be determined. While the Institute noted the absence of a writing program during previous

inspection visits, the school is now establishing a comprehensive school-wide writing program that is imbedded in each subject.

Sisulu-Walker's quality of instruction has varied. During the charter period, teachers have generally planned and implemented purposeful lessons with objectives aligned to standards, as represented by commercial materials. At the time of the renewal inspection visit, students were mostly cognitively engaged in learning activities with the level of rigor and use of instructional time ranging across the school. Instruction was differentiated to meet the individual needs of students, based on teacher observation and regularly administered interim assessments. Teachers tracked the abilities and individual needs of students through individual student performance records, which noted specific interventions and strategies for that student. Identified individual needs were addressed within regular classes through frequently reconstituted small groups.

Sisulu-Walker has been effective in helping students who are struggling academically. The school uses clear procedures for identifying at-risk students in the classroom and through a pupil personnel committee using a well-articulated Response To Intervention (RTI) process, which focuses on personalized behavioral plans. Sisulu-Walker provides sufficient resources and support to meet the needs of at-risk students including drawing support from its classroom co-teaching model. The school adequately monitors at-risk student progress and success. Teachers are provided with sufficient support to help them meet the needs of these students.

During the course of the charter period, Sisulu-Walker has had a safe and generally orderly environment. At the time of the renewal inspection visit at the beginning of November, teachers were working to promote a culture of learning and scholarship with varying degrees of success. While students in upper-grade classes tended to have internalized classroom routines, a portion of students in other classes engaged in behavior that continually undermined the use of instructional time. The school has recently focused on routinizing and norming the implementation of its discipline policy. Teachers reported following clearly defined procedures for filing incident reports of serious infractions; however, classroom management practices were not uniformly followed. While classrooms generally had posted color charts to monitor daily individual behavior, as well as a class-wide group reward system, inspectors rarely saw them in use.

Throughout the charter period, Sisulu-Walker has had a comprehensive professional development program for teachers including pre-service summer sessions, monthly training workshops, grade-level team meetings and in-class coaching, and more recently common planning time and instructional modeling. The school has recently instituted the following professional development activities: upgrading teaching assistants to co-teachers who get tuition reimbursement for course work; developing a network of school-wide mentors for new teachers; and providing leadership opportunities to experienced staff through the introduction of a school leadership team.

Organizational Effectiveness and Viability

Sisulu-Walker is faithful to its mission and has implemented the key design elements included in its charter. Both parents and teachers are aware of the mission and design elements. At the time of the renewal inspection visit, parents in particular reported on the school's strong commitment to middle school placement through the support of the guidance counselor and through multiple middle school fairs.

Parents/guardians and students are satisfied with Sisulu-Walker. According to its Application for Subsequent Renewal, parents and students have been highly satisfied with the school over the charter period as evidenced by high enrollment and student retention rates, and long waiting list, as well as by satisfaction surveys administered to both parents and students. The school has operated near or at full capacity, has retained a high proportion of its students from year-to-year, and continues to maintain a long waiting list. On the other hand, despite the renewal application's claims about high-attendance rates, student attendance has been below the city-wide average for elementary schools.

Based on the school's April 2010 parental survey, 84 percent of responding parents were satisfied or very satisfied with Sisulu-Walker's "overall school culture and environment" and 79 percent were satisfied or very satisfied with "my child's academic progress." To the extent that only 19 percent of the parents responded, little can be inferred from the survey about the satisfaction of *all* parents in the school. On the other hand, based on limited evidence, parents reported in an interview conducted at the time of the renewal visit that they were satisfied with the school for the following reasons: the school's intimate environment and personal touch, and its advanced curriculum and extra help provided to struggling students. Parents believed that teachers are always willing to talk to them and keep them well informed. They reported being welcome in the school building and being able to voice any concerns to the administration with the confidence that issues will be addressed in a timely manner.

Sisulu-Walker has maintained adequate student enrollment over the course of the charter period and has effective procedures for recruiting new students to the school. The school has been increasing its community outreach efforts to extend its relationship with the local community in an effort to inform families about services that are offered through the New York City Department of Health and Mental Hygiene, as well as identify possible mentoring opportunities.

Sisulu-Walker has established a well-functioning organizational structure with staff, systems, and procedures that allow the school to carry out its academic program. Day-to-day operations are competently managed. Overall, the school's organizational structures support distinct lines of accountability with clearly defined roles and responsibilities. Until the current year, the school has experienced high staff turnover, which has inhibited the establishment of a critical mass of experienced teachers that can sustain and enhance the school's educational program. As a result, throughout the charter period, the school leadership has had to continue to address the demands of developing a novice teaching staff.

Sisulu-Walker's board of trustees has instituted structures and procedures to provide rigorous oversight of the school. The board is stable to the extent that a core group has been involved since the school's inception. The school board maintains a broad range of skills and experience including education, finance, development and management. The board is organized into legal, academic, finance, fundraising, development, cultural enrichment, and real estate committees, which generally hold regular monthly meetings and link to corresponding functional areas at Victory Schools Inc. ("VSI"), Sisulu-Walker's for-profit educational service provider.

The school board has overseen VSI's process for hiring school leaders and has ensured that the current leader meets its expectations to communicate effectively to parents, teachers and students its vision for the school to become "an iconic institution." At the beginning of the 2009-10 school year, in addition to hiring a new principal, the board created the position of assistant principal in order to increase the administration's scope of responsibilities as a means of improving the overall academic program.

In general the school board's decision-making process consists of the school administration making recommendations to the academic committee, which then presents its proposals to the entire board, making certain that the board as a whole and VSI do not get involved in the operational details of the educational program. With the information provided by the principal and business manager, VSI prepares bi-monthly dashboard reports on school performance operational indicators for it, as well as a streamlined version for parents through the Parent Organization ("PO"). Through its academic committee, the board has established an effective system for evaluating the school leader based on an evaluation initially conducted by VSI's regional coordinator.

In order to improve the lines of communication with parents, the school board has created an *ex officio* position on the board for the PO President. The board has also supported the position of an ombudsman who is available at each PO meeting to advise parents and provide information on parent concerns to the board. It has also informed parents about the school's grievance process. To encourage parent attendance at board meetings it offers special events on the same evening and makes the school's budget readily available to parents.

In response to an allegation of corporal punishment, the school board effectively oversaw both an internal and external independent investigation, both of which determined that there was no merit to the allegation. However, the board used the opportunity to develop better communication with parents about how the school handles complaints.

At the time of the renewal inspection visit, the school board was fully cognizant of the decline in the school's recent performance. Given their disappointment, they reported requiring that the principal develop an action plan on how to reach Accountability Plan goals through an increased emphasis on differentiated instruction, more effective use of assessment data and more time in classrooms. The board was also aware of the chronically high levels of teacher turnover, but believed that retention has notably improved this year.

Sisulu-Walker's board has generally and substantially abided by its by-laws and has held its meetings in accordance with the Open Meetings Law. The school board has generally avoided creating conflicts of interest where possible, and where conflicts exist, the board has managed those conflicts in a clear and transparent manner through recusal. In material respects, the school board has implemented adequate policies and procedures to ensure the effective governance and oversight of the school. In addition, the school board has made appropriate use of in-house and other legal counsel throughout the charter period.

Based on the evidence available at the time of the renewal inspection visit and throughout the current charter term, in all material respects, the school has been in general and substantial compliance with the terms of its charter, bylaws, applicable state and federal law, rules and regulations throughout the term of its charter with minor exceptions.

Following an audit from the State Education Department, the school was directed to amend its student discipline policy to include reference to due process provisions in the Education Law that are expressly not applicable to New York State charter schools. The Institute noted the discrepancy and allowed the school to revert back to its previous disciplinary due process provisions. During the charter period, the school witnessed an increase in disciplinary suspensions. After analyzing related data, the school amended its policies and procedures to ensure that teachers have additional intervention supports available in the classroom before students are removed. The school also

formed an academic services committee to provide better support to teachers as well as to inform families about the school's expectations around student behavior.

Fiscal Soundness

Over the course of the charter period, Sisulu-Walker has created realistic budgets that are monitored and adjusted when appropriate. Annual budgets are developed as a collaborative effort between VSI's chief financial officer and director of accounting with appropriate input from the school's business manager, principal, key staff and members of the school board. Budget variances are routinely analyzed by both VSI fiscal and school-based staff and material variances are discussed with the principal and the board on a regular basis. The school has consistently taken a strategic look at spending trends and staffing needs in the development of its budget.

The school has adopted VSI's written fiscal policies and procedures related to external and internal compliance for cash disbursements, cash receipts, bank reconciliations, payroll, fixed assets, grants/contributions, and the preparation of financial statements. Transactions have been accurately recorded and appropriately documented in accordance with management's direction. The school's business manager, along with assistance from the VSI fiscal staff, work with the school's principal, management team and the board to ensure that the policies and procedures are documented and followed by school staff. The school's Fiscal Year (FY) 2009-10 audit report of internal controls—related to financial reporting and compliance with laws, regulations and grants—disclosed no material weaknesses, or instances of non-compliance. The lack of other deficiencies in the reports provides some, but not absolute, assurance that the school has maintained adequate internal controls and procedures.

The school has complied with financial reporting requirements during the charter period. Budget, quarterly and annual financial statement audit reports were filed in a timely, accurate and complete manner. Each of the school's annual financial audits indicate that the reports followed and were conducted in accordance with generally accepted accounting principles and received an unqualified opinion, indicating that, in the auditor's opinion, the school's financial statements and notes fairly represent, in all material respects, the school's financial position, changes in net assets, and cash flows. The school board reviews and approves the annual financial audit report, as well as various monthly and quarterly reports.

Sisulu-Walker has maintained adequate financial resources to ensure stable operations and has monitored and successfully managed cash flow. The school completed the FY 2009-10 school year in stable financial condition despite a slight decrease in cash reserves and net assets. The school experienced increases in these areas during previous years that offset the decreases in 2009-10. Decreases in both areas were a result of increased personnel compensation and a greater expense incurred by the after school program in 2009-10. The school has taken appropriate action to remedy both issues and does not expect the negative trend to continue.

As illustrated by the school's fiscal dashboard,³ it has averaged a "fiscally strong" financial-responsibility-composite score rating over the current charter term, indicating a consistent level of fiscal stability. The composite score assists in measuring the financial health of a school using a

³ The Institute's Fiscal Dashboard, which provides a detailed financial analysis of each school authorized by the SUNY Trustees, is available at: <http://www.newyorkcharters.org/FiscalDashboard.htm>. A memo explaining the metrics used within the dashboard is also available at that web address.

blended score that measures the school's performances on key financial indicators. The blended score allows a school's sources of financial strength to offset areas of financial weakness. In addition, the school has averaged a "medium risk/good" working-capital-ratio which indicates that it generally has had enough short term assets to cover immediate liabilities/short-term debt. The school has also averaged a "medium risk/good" debt-to-asset ratio which identifies the proportion of debt the school has relative to its assets. The school has no short or long-term debt. Finally, the school has averaged a "high risk/poor" months-of-cash ratio, demonstrating it has had less than the suggested three months of annual expenses in reserves. The school has no major investments and all cash is left in savings and/or money market accounts to ensure the school has sufficient cash available to pay current bills and other payables that are shortly due.

Sisulu-Walker has averaged slightly over 90 percent of all expenses being allocated to educational program services over the current charter term. Per-pupil expenses have exceeded revenue three out of the last five years at an average of \$100 per student per year. This indicates that the school has struggled in following through with an adequate operational plan on a year-to-year basis. This negative trend, however, can again be attributed to increased personnel and program expenses.

Based on all of the foregoing the school has demonstrated fiscal soundness over the course of its charter term.

Plans for the Next Charter Period

The school has provided all of the key structural elements for a new school charter. They are deemed to be reasonable, feasible and achievable. The school intends to continue to use the following mission statement for the term of the renewal charter:

The mission of The Sisulu-Walker Charter School of Harlem 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 will accomplish this by offering a rigorous and challenging academic curricula taught by a highly-prepared and committed cadre of professional educators. Beginning in kindergarten, we will aim towards preparing our students for college and a lifetime of achievement, honor and service. Sisulu-Walker will achieve 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's board of trustees intends to maintain its relationship with VSI for management services including implementation of the academic program, curriculum and assessment systems, professional development, as well as fiscal and operational management.

The school would continue providing instruction to students in Kindergarten through 5th grade. Projected enrollment in each of the five years within the proposed charter period would be 270 students with the school offering a minimum of 180 days of instruction each year, generally consistent with the calendar used by the New York City Department of Education. The school day would last from 8:00 a.m. to 4:00 p.m.

The school does not propose to make significant changes to its educational program, but rather would continue to enhance programs already in place. The following proposed key design elements for the next charter period would be included: a commitment to having all student meet common core state standards; a lead teacher and co-teacher model in every classroom; an emphasis on English language

arts and mathematics; an afterschool program and Saturday academy; a balanced literacy curriculum; Scott Foresman math program in Kindergarten through 2nd grade and Everyday Math in 3rd through 5th grade; comprehensive and rigorous student assessment programs; strong parental involvement; and a commitment to providing services for students with disabilities and English language learners.

The school would maintain its current organizational structure, instituted during the 2009-10 school year. In particular, the principal would serve as the chief school official and instructional leader, assisted by an assistant principal and a business manager. Members of the current board of trustees expressed an interest to continue their service to the school. The school board would maintain its existing committee structure to carry out its responsibilities. Finally, while Sisulu-Walker intends to remain in its current facility for the immediate future, it also plans to explore options for acquiring a new facility during the next charter period. If a suitable new facility is located and secured, the school may seek a charter revision to increase student enrollment.

The school has presented a reasonable and appropriate fiscal plan for the term of the next charter including adequate budgets, that is likely achievable. The school has taken a very conservative and strategic approach to budgeting and planning for the next charter period. Due to state deficit problems, and the uncertainty of per pupil funding, the school has developed a working budget that uses the 2009-10 funding levels as a starting point remaining flat throughout the charter term. The plan projects a minor operating and cash flow deficit in each year that will be offset by current cash reserves. The school developed this operating plan to demonstrate it can continue its operations over the next five years under the most dramatic of circumstances.

Plans are contingent on the school continuing to meet the enrollment goals that it has historically been able to meet. Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding. The school will be required to continually develop and adopt annual budgets based on known per pupil amounts for the districts from which it draws enrollment.

It should be noted that the 2010-11 per-pupil rate for the school's primary district, New York City, is 8.7 percent higher than the 2009-10 rate. The school has chosen to use the 2009-10 per pupil amount as a starting point as there is still uncertainty about whether or not the 2010-11 per-pupil rate will be reduced. If the 2010-11 rate does indeed remain in effect it will only benefit the school further. The increased revenues from the 2010-11 rate, even remaining flat over the next five years, would eliminate any deficit the school would experience on a year-to-year basis and generate surpluses each year which would further strengthen the school's fiscal stability.

Critical financial needs of the school may be affected by the potential recognition of a union to represent its teachers and the need for the school to find and purchase its own facility. As of the date of this report, attorneys representing the school have concluded that correspondence coming from the staff and presented to the school's board was neither a showing of interest under the Public Employee Relations Board's Rules of Procedure nor a request for recognition. The school board indicated that both issues are manageable and that they fully expect to overcome related challenges.

To the extent that Sisulu-Walker has achieved its key academic goals, continues to implement an educational program that supports achieving those goals, operates an effective and viable organization, and is fiscally sound, its plans to continue to implement the educational program as proposed during the next charter period are reasonable, feasible and achievable.

SCHOOL OVERVIEW

Opening Information

Date Initial Charter Approved by SUNY Trustees	July 1999
Date Initial Charter Approved by Board of Regents	August 1999
School Opening Date	September 1999

Location

School Year(s)	Location(s)	Grades	District
2000-2004	441 Manhattan Ave., New York 10026	3-5	NYC CSD 5
1999-2004	125 West 115th Street, New York 10026	K-2	NYC CSD 5
2004-Present	125 West 115th Street, New York 10026	All	NYC CSD 5

Partner Organizations

	Partner Name	Partner Type	Dates of Service
Current	Victory Schools, Inc.	EMO	1999-00 to Present

Current Mission Statement

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.

Current Key Design Elements

<ul style="list-style-type: none"> • Extended blocks of instruction in English language arts and mathematics using the workshop model.
<ul style="list-style-type: none"> • Curriculum that includes research-proven, standards based curriculum programs in English language arts mathematics, science and social studies.
<ul style="list-style-type: none"> • Comprehensive and on-going staff development (including building relationships with Teacher's College Reading and Writing Project) in English language arts and mathematics curricula implementation and general classroom strategies.
<ul style="list-style-type: none"> • Civics education, life skills, and service learning projects to instill the principles of public service, character education, financial literacy and a commitment to the community.
<ul style="list-style-type: none"> • Developing students' knowledge of the arts through excellent staff in music, visual arts and after school enrichment opportunities.

School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment ⁴	Original Chartered Grades	Actual Grades	Days of Instruction
1999-2000	247	N/A	245	K-2	K-2	184
2000-01	347	N/A	340	K-3	K-3	184
2001-02	447	322	299	K-4	1-4	182
2002-03	547	327	290	K-5	K, 2-5	182
2003-04	647	300	300	K-6	K, 3-5	182
2004-05	225	N/A	225	1, 4-5	1, 4-5	181
2005-06	225	N/A	230	K-2, 5	K-2, 5	180
2006-07	262	N/A	241	K-3	K-3	184
2007-08	262	N/A	267	1-4	K-4	184
2008-09	262	N/A	260	2-5	K-5	181
2009-10	262	N/A	272	K, 2-5	K-5	180
2010-11	262	N/A	261	K-5	K-5	183

Student Demographics

	2008-09 ⁵		2009-10	
	Percent of School Enrollment	Percent of NYCSD 5 Enrollment	Percent of School Enrollment ⁶	Percent of NYCSD 5 Enrollment ⁷
Race/Ethnicity				
American Indian or Alaska Native	0	0	0	N/A
Black or African American	83	58	90	N/A
Hispanic	10	37	10	N/A
Asian, Native Hawaiian, or Pacific Islander	1	2	1	N/A
White	0	2	0	N/A
Multiracial	6	0	0	N/A
Special Populations				
Students with Disabilities ⁸	8	N/A	6.3	N/A
Limited English Proficient	2	11	6	N/A
Free/Reduced Lunch				
Eligible for Free Lunch	73	76	69	N/A
Eligible for Reduced-Price Lunch	14	6	14	N/A

⁵ Source: 2008-09 School Report Cards, New York State Education Department.

⁶ Source: 2009-10 demographic and Limited English Proficient percentages based on BEDS reports submitted at the beginning of the school year. Percent Eligible for Free Lunch is based on schools' BEDS data as reported by SED; percent Eligible for Reduced Price Lunch provided by the school.

⁷ Aggregated district data not yet available for 2009-10.

⁸ New York State Education Department does not report special education data. School data is school-reported from charter renewal applications. District data from NYSED Special Education School District Data Profile.

Current Board of Trustees⁹

Board Member Name	Position/Committees
Martez Moore	Chairperson
Minne Goka	Academic and Governance & Legal Affairs Committees
Hillary Strong	Development Committee
William Anthony Allen	Real Estate Committee
Kenneth McRay	Finance Committee
Jeremy Harris	Trustee
Kevin Boakye	Trustee
Amanda Payton	Real Estate Committee, PTO President

School Leader(s)

School Year	School Leader(s) Name and Title
1999-2000	Berthe Faustin, Principal
2000-01 - 2002-03	Frederick A. Burkett, Principal
2003-04 - 2004-05	Norma Figueroa-Hurwitz, Principal
2005-06 - 2008-09	Karen Jones, Principal
2009-10 to Present	Dr. Dawn Cejas, Principal Katrina Kelly, Assistant Principal

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
1999-00	First Year	Institute	June 1, 2000
2000-01	Second Year	Institute	May 9, 2001
2001-02	Third Year	External	May 28-29, 2002
2002-03	None	N/A	N/A
2003-04	Initial Renewal	Institute	September 30 – October 2, 2003
2004-05	None	N/A	N/A
2005-06	Subsequent Renewal	Institute	November 30, 2005
2006-07	None	N/A	N/A
2007-08	None	N/A	N/A
2008-09	Tenth Year	Institute	May 5, 2009
2010-11	Subsequent Renewal	Institute	November 4, 2010

⁹ Source: School renewal application and Institute board information.

ACADEMIC ATTAINMENT AND IMPROVEMENT

Background

At the beginning of the charter period the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts and mathematics, as well as science and social studies. The plan also included an NCLB goal. For each goal in the Accountability Plan specific outcome measures define the level of performance necessary to meet that goal. Furthermore, the Institute has established a set of required outcome measures that include the following three types: 1) the absolute level of student performance on state examinations; 2) the comparative level of student performance on state examinations; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. Schools may have also elected to include additional optional goals and measures in their Accountability Plan.

Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans					
GOAL	Required Outcome Measures				
	Absolute¹⁰		Comparative		Growth¹
	75 percent at or above Level 3 on state exam	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds predicted level of performance compared to similar public schools by small Effect Size	Grade-level cohorts reduce by half the gap between prior year's percent at or above Level 3 and 75 percent
English Language Arts	◆	◆	◆	◆	◆
Mathematics	◆	◆	◆	◆	◆
Science	◆		◆		
Social Studies	◆		◆		
NCLB	School is deemed in "Good Standing" under state's NCLB accountability system				

The most important criterion for renewal is academic success, which is demonstrated in large part by meeting or coming close to meeting the goals in a school's Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

¹⁰ Note: In 2009-10, the State Education Department (SED) raised its achievement standard, by increasing the scaled score cut off for proficiency or Level 3 performance on the English language arts and mathematics exams. In order to maintain a consistent standard for determining meeting the absolute and growth measures, the Institute asked schools to report 2009-10 results on these measures using a 650 scaled score cut-off, as SED had used a 650 cut-off in the previous few years.

SED has itself refined the cut score for its own NCLB accountability system. While following the same principle of maintaining year-to-year consistency in cut scores, the state has also taken into account when the two exams were administered in 2010 compared to previous years. As the exams were administered later in the year, students had more learning opportunities prior to the exam. As such, SED set the cut scores slightly higher than 650 in each grade. For the purpose of evaluating the goals' three absolute and growth measures, the Institute has adapted SED's "time-adjusted" cut-offs.

In the presentation of English language arts and mathematics results below, we use the "time-adjusted" cut-offs for 2009-10 and include in a footnote what the results would have been using the 650 cut-off.

The following presentation indicates the outcome of each of the school’s goals, as well as an analysis of the respective measures for each goal during the last four years of the five-year Accountability Period.¹¹ Italicized text indicates goals or measures as written in the school’s Accountability Plan; bold numbers appearing in the tables are the critical values for determining if a measure was achieved in a given year. Aside from required Accountability Plan measures, the following also presents the results of optional measures that the school may have included in its plan.

English Language Arts

Accountability Plan Goal: All students enrolled in the Sisulu-Walker Charter School of Harlem will become proficient in reading and writing the English language.

Outcome: Sisulu-Walker has met its English language arts goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>By the 2009-10 school year, 75% of Sisulu-Walker Charter School students who have been enrolled at the school for at least two years will score at or above a Level 3¹² on the New York State English Language Arts assessment.</i>				
Results (in percents)				
	School Year			
Grade	2006-07 (Tested: 42)	2007-08 (Tested: 89)	2008-09 (Tested: 120)	2009-10¹³ (Tested: 161)
3	71.4	84.1	100.0	52.9
4	-	75.6	84.1	79.6
5	-	-	83.3	78.6
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	71.4	79.8	89.2	67.7

Sisulu-Walker has a mixed record of meeting the absolute performance target of 75 percent of students performing at or above Level 3 on the state’s English language arts exam during the Accountability Period. After having not met the goal in the first year of the Accountability Period, the school’s performance improved and the target was met the two following years. However, in the most recent year performance declined, notably in the 3rd grade, and the school fell short of this target.

¹¹ Because the renewal decision is made in the last year of a Charter Period, the Accountability Period ends in the next to last year of the Charter Period. For initial renewals, the Accountability Period is the first four years of the Charter Period. For subsequent renewals, the Accountability Period includes the last year of the previous Charter Period through the next to last year of the current Charter Period.

¹² In 2009-10, this is based upon the state determined “time adjusted cut scores” instead of Level 3 cut scores as in previous years.

¹³ If using the 650 scale score cutoff as used in previous years, 79.4 percent of Sisulu-Walker students would be considered proficient in English Language Arts in 2009-10.

Absolute Measure: <i>Each year, the school's aggregate Performance Index on the state ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.</i>				
Results (in percents)				
	School Year			
Index	2006-07 (Tested: 53)	2007-08 (Tested: 108)	2008-09 (Tested: 148)	2009-10 (Tested: 185)
PI	158	182	184	168
AMO	122	133	144	155

Sisulu-Walker has surpassed the English language arts Annual Measurable Objective (AMO) established by the state's NCLB accountability system during each year of its Accountability Period. The school's Performance Index increased consistently from 2006-07 to 2008-09, with a decrease in 2009-10.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the state ELA exam in each tested grade will be greater than that of their peers in New York City CSD 5</i>				
Results (in percents)				
	School Year			
Comparison	2006-07 (Grade 3)	2007-08 (Grades 3-4)	2008-09 (Grades 3-5)	2009-10 (Grades 3-5)
School	71.4	79.8	89.2	44.1
District	40.1	44.3	57.1	29.3

Sisulu-Walker has consistently outperformed its local school district on the state's English Language Arts exam. This margin has been at least 25 percentage points each year during the Accountability Period.

Comparative Measure: <i>Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.</i>				
Results (in percents)				
	School Year			
Index	2006-07 (Grade 3) (Tested: 53)	2007-08 (Grades 3-4) (Tested: 108)	2008-09 (Grades 3-5) (Tested: 148)	2009-10 (Grades 3-5) (Tested: 185)
Predicted	54.4	59.5	67.8	45.9
Actual	64.8	82.3	84.5	42.4
Effect Size	0.75	1.70	1.20	0.23

In comparison to demographically similar school statewide, Sisulu-Walker has exceeded its predicted performance each year during the Accountability Period. The school met its target and performed better than expected to a large degree in all but the most recent year. In 2009-10, the school performed slightly better than expected.

Growth Measure: Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State English Language exam and 75 percent at or above Level 3¹⁴ 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, the cohort is expected to show at least some increase in the current year

Results (in percents)				
Percent Level 3 & 4	School Year			
	2006-07	2007-08 (Grade 4) (N= 49)	2008-09 (Grade 4-5) (N= 82)	2009-10¹⁵ (Grade 4-5) (N= 93)
Baseline	-	65.3	78.0	87.1
Target	-	70.2	78.1	87.2
Actual	-	79.6	82.9	78.5
Cohorts Made Target	-	(1 of 1)	(1 of 2)	(0 of 2)

The school showed overall year-to-year growth in the two previous years, but in the most recent year its overall performance declined and neither cohort met its individual target.

Optional Measures:

The school's Accountability plan did not include any optional measure related to its English Language Arts goal.

Mathematics

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

Outcome: Sisulu-Walker has met its mathematics goal.

Analysis of Accountability Plan Measures:

¹⁴ 2009-10 results are based on the state determined "time adjusted cut score" instead of Level 3 cut scores as in previous years.

¹⁵ If using the 650 scale score cutoff as used in previous years, one out of two cohorts would have achieved the requisite gains.

Absolute Measure: <i>By the 2009-10 school year, 75% of Sisulu students who have been enrolled at the school for at least two years will score at or above a Level 3¹⁶ on the New York State Mathematics assessment.</i>				
Results (in percents)				
	School Year			
Grade	2006-07 (Tested: 41)	2007-08 (Tested: 88)	2008-09 (Tested: 120)	2009-10¹⁷ (Tested: 161)
3	100.0	97.7	100.0	97.1
4	-	100.0	100.0	75.5
5	-	-	94.4	100.0
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	100.0	98.9	98.3	91.4

Sisulu-Walker has consistently exceeded the absolute performance target of 75 percent of students performing at or above Level 3 on the state’s mathematics exam during the Accountability Period, with over 90 percent proficiency each year. In 2009-10 the school met the absolute measure using the historical proficiency scale score equivalent of 650, as well as the state determined time adjusted cut scores which were slightly higher.

Absolute Measure: <i>Each year, the school’s aggregate Performance Index on the state Mathematics exam will meet its Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.</i>				
Results (in percents)				
	School Year			
Index	2006-07 (Tested: 57)	2007-08 (Tested: 107)	2008-08 (Tested: 149)	2009-10 (Tested: 186)
PI	198	198	198	190
AMO	86	102	119	119

Sisulu-Walker has surpassed the mathematics Annual Measurable Objective (AMO) established by the state’s NCLB accountability system during each year of its Accountability period.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Mathematics exam in each tested grade will be greater than that of their peers in New York City CSD 5.</i>				
Results (in percents)				
	School Year			
Comparison	2006-07 (Grade 3)	2007-08 (Grades 3-4)	2008-09 (Grades 3-5)	2009-10 (Grades 3-5)
School	100.0	98.9	98.3	54.3
District	69.3	71.5	75.3	38.4

Sisulu-Walker has consistently outperformed its local school district on the state mathematics exam, with the margin being more than 15 percentage points in the most recent year.

¹⁶ In 2009-10, this is based upon the State’s determined “time adjusted cut scores” instead of Level 3 cut scores as in previous years.

¹⁷ If using the 650 scale score cutoff as used in previous years, 95 percent of Sisulu-Walker students would be considered proficient in mathematics in 2009-10.

Comparative Measure: <i>Each year, the school will exceed its expected level of performance on the state Mathematics exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.</i>				
Results (in percents)				
	School Year			
Index	2006-07 (Grade 3) (Tested: 57)	2007-08 (Grades 3-4) (Tested: 107)	2008-09 (Grades 3-5) (Tested: 149)	2009-10 (Grades 3-5) (Tested: 186)
Predicted	78.1	81.1	84.5	50.1
Actual	96.6	98.2	98.0	56.5
Effect Size	1.32	1.42	1.18	0.30

In comparison to demographically similar schools, Sisulu-Walker has performed better than expected on the state mathematics examination and exceeded its Effect Size target each year.

Growth Measure: <i>Each year, each grade-level cohort of students 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 3¹⁸ 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, the cohort is expected to show at least some increase in the current year</i>				
Results (in percents)				
	School Year			
Percent Level 3 & 4	2006-07	2007-08 (Grade 4) (N= 53)	2008-09 (Grade 4-5) (N= 82)	2009-10¹⁹ (Grade 4-5) (N= 96)
Baseline	-	98.1	98.8	100.0
Target	-	98.2	98.9	100.0
Actual	-	98.1	96.3	86.5
Cohorts Made Target	-	(0 of 1)	(1 of 2)	(1 of 2)

Sisulu-Walker fell short of the year-to-year growth target each year, in part a result of the high baseline scores. In 2007-08 and 2008-09, cohort performance was essentially unchanged with virtually all students performing at the proficient level. In the most recent year, scores declined overall, brought down by low performance in the 4th grade. .

Optional Measures:

The school's Accountability plan did not include any optional measure related to its mathematics goal.

Science

Accountability Plan Goal: All students at Sisulu-Walker Charter School will demonstrate competency in the understating and application of scientific reasoning.

Outcome: The school met its science goal.

¹⁸ 2009-10 results are based on the state determined "time adjusted cut score" instead of Level 3 cut scores as in previous years.

¹⁹ If using the 650 scale score cutoff as used in previous years, one of two cohorts would have met their goal.

Absolute Measure: <i>By the 2008-09 school year, 75% of Sisulu-Walker students who are enrolled in at least their second year will score proficient (i.e. at level three) or better on the New York State Science examination.</i>				
Results (in percents)				
	School Year			
Grade	2006-07	2007-08 (Tested: 43)	2008-09 (Tested: 42)	2009-10 (Tested: 49)
4	-	100.0	100.0	95.9
8	-	-	-	-

Sisulu-Walker has far exceeded the absolute target of 75 percent proficiency on the state science exam in each of the three years the test has been administered.

Comparative Measure: <i>On the New York State Science assessment, a greater percentage of Sisulu-Walker Charter School students who have been enrolled at the school for two or more years will score at proficient and advanced levels than will their peers in New York City Community School District 5.</i>				
Results (in percents)				
	School Year			
Comparison	2006-07	2007-08 (Grade 4)	2008-09 (Grade 4)	2009-10 (Grade 4)
School	-	100.0	100.0	95.9
District	-	55.0	61.0	N/A

While district comparison data for the 2009-10 school year is yet unavailable, Sisulu-Walker far outperformed the local school district in the two previous years. Assuming district performance continues at a similar rate, the school will have achieved its target in the most recent year as well.

Social Studies

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

Outcome: The school has met its social studies goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>By the 2008-09 school year, 75% of Sisulu-Walker who are enrolled in at least their second year will score proficient (i.e. at level three) or better on the New York State Social Studies examination.</i>				
Results (in percents)				
	School Year			
Grade	2006-07	2007-08	2008-09 (Tested: 35)	2009-10²⁰ (Tested: 42)
5	-	-	88.6	100.0
8	-	-	-	-

Sisulu-Walker far exceeded the absolute target of 75 percent proficiency in both years the test was administered, with 100 percent proficiency in the most recent year.

²⁰ In 2007-08 there were no tested students enrolled in their second year at the school. The statistics given represent all tested students.

Comparative Measure: <i>On the New York State Social Studies assessment, a greater percentage of Sisulu-Walker Charter School students who have been enrolled at the school for two or more years will score at proficient and advanced levels than will their peers in New York City Community School District 5.</i>				
Results (in percents)				
	School Year			
Comparison	2006-07	2007-08	2008-09 (Grade 5)	2009-10 (Grade 5)
School	-	-	88.6	100.0
District	-	-	63.0	N/A

While district comparison data for the 2009-10 school year is yet unavailable, Sisulu-Walker far outperformed the local school district the previous year. Assuming district performance continues at a similar rate, the school will have achieved its target in the most recent year as well.

NCLB

In addition to meeting its specific subject area goals, the school is expected under No Child Left Behind to make adequate yearly progress towards enabling all students to score at the proficient level on the state English language arts and mathematics exams. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school’s status each year.

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

Outcome: The school met the goal. Sisulu-Walker was deemed to be in good standing in each of the four years of the Accountability Period.

Absolute Measure: <i>Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.</i>				
Results				
	School Year			
Status	2006-07	2007-08	2008-09	2009-10
Good Standing	Yes	Yes	Yes	Yes

Analysis of Additional Evidence

Sisulu-Walker received a letter grade of “C” on its 2009-10 New York City Department of Education (DOE) Progress Report. According to the DOE, overall Progress Report scores are based on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. To raise the bar for schools and increase stability in grades, the overall cut scores were determined for 2009-10 based on a pre-determined scoring distribution: 25 percent A, 35 percent B, 25 percent C, 10 percent D, and 5 percent F.

The school received a “C” based on the composite score of three categories as discussed above. The school received an “F” in school environment, which measures factors other than student achievement. This category is largely based on parent and teacher satisfaction surveys which are used to measure the conditions necessary for learning. Sisulu-Walker performed relatively well on communication and engagement, but lower on academic expectations. In the category that measures

student performance, the school performed better receiving a “C”, indicating that the school’s absolute performance is acceptable. As a result of the school’s decline in performance from the previous year, they received an “F” in Student Growth. This is a result of the school’s declining scores in both subjects, with the decline in mathematics scores being especially high from a comparative perspective.

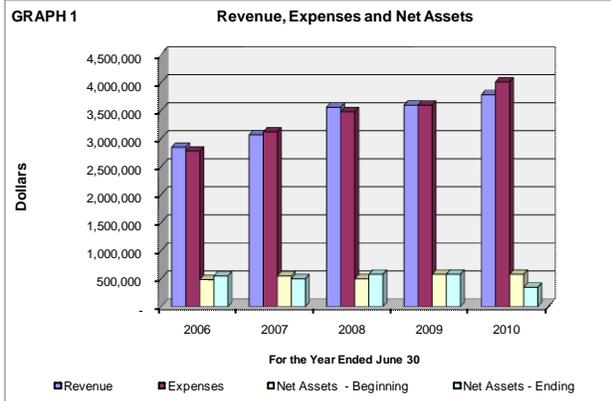
APPENDIX: FISCAL DASHBOARD

Sisulu-Walker of Harlem

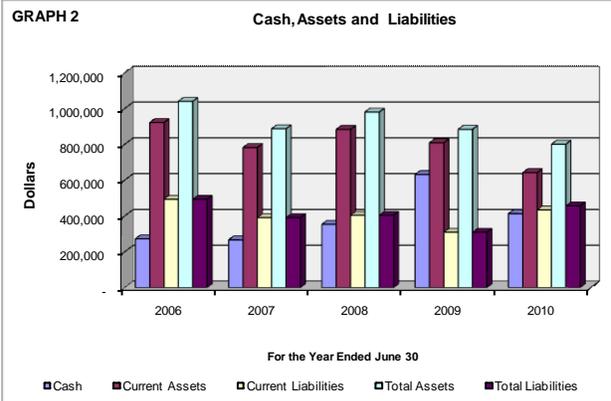
SCHOOL INFORMATION						
FINANCIAL POSITION	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Assets						
Current Assets						
Cash and Cash Equivalents - GRAPH 2	272,410	266,815	352,972	631,266	413,087	-
Grants and Contracts Receivable	-	-	-	-	185,895	-
Accounts Receivable	610,004	459,870	472,167	137,441	-	-
Prepaid Expenses	39,702	55,241	58,448	40,216	42,988	-
Contributions and Other Receivables	-	-	-	-	-	-
Total Current Assets - GRAPH 2	922,116	781,926	883,587	808,923	641,970	-
Property, Building and Equipment, net	77,877	67,647	59,052	37,542	121,303	-
Other Assets	40,381	37,500	37,500	37,500	37,500	-
Total Assets - GRAPH 2	1,040,374	887,073	980,139	883,965	800,773	-
Liabilities and Net Assets						
Current Liabilities						
Accounts Payable and Accrued Expenses	396,305	294,334	291,697	308,862	131,594	-
Accrued Payroll and Benefits	-	-	-	-	263,092	-
Deferred Revenue	-	-	-	-	21,985	-
Current Maturities of Long-Term Debt	-	-	-	-	17,844	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-	-
Other	97,201	96,482	112,236	-	-	-
Total Current Liabilities - GRAPH 2	493,506	390,816	403,933	308,862	434,515	-
L-T Debt and Notes Payable, net current maturities	-	-	-	-	21,650	-
Total Liabilities - GRAPH 2	493,506	390,816	403,933	308,862	456,165	-
Net Assets						
Unrestricted	546,868	496,257	576,206	575,103	344,608	-
Temporarily restricted	-	-	-	-	-	-
Total Net Assets	546,868	496,257	576,206	575,103	344,608	-
Total Liabilities and Net Assets	1,040,374	887,073	980,139	883,965	800,773	-
ACTIVITIES						
Operating Revenue						
Resident Student Enrollment	2,070,125	2,467,850	2,879,847	3,230,701	3,361,476	-
Students with Disabilities	21,375	60,209	20,590	42,274	-	-
Grants and Contracts	-	-	-	-	-	-
State and local	18,894	19,246	20,111	19,669	-	-
Federal - Title and IDEA	211,403	159,256	193,283	164,083	270,248	-
Federal - Other	425,761	230,672	306,676	-	-	-
Other	-	-	-	-	-	-
Food Service/Child Nutrition Program	76,179	78,604	99,130	95,144	130,690	-
Total Operating Revenue	2,823,737	3,015,837	3,519,637	3,551,871	3,762,414	-
Expenses						
Regular Education	2,151,340	2,630,515	2,942,057	2,915,315	3,345,189	-
SPED	140,745	182,374	192,999	269,841	282,599	-
Regular Education & SPED (combined)	-	-	-	-	-	-
Other	234,129	-	-	-	-	-
Total Program Services	2,526,214	2,812,889	3,135,056	3,185,156	3,627,788	-
Management and General	246,415	301,601	340,567	408,058	381,218	-
Fundraising	-	-	-	-	-	-
Total Expenses - GRAPH 1 / GRAPH 4	2,772,629	3,114,490	3,475,623	3,593,214	4,009,006	-
Surplus / (Deficit) From School Operations	51,108	(98,653)	44,014	(41,343)	(246,592)	-
Support and Other Revenue						
Contributions	8,000	34,012	3,194	33,116	-	-
Fundraising	-	-	-	-	14,843	-
Miscellaneous Income	8,155	14,030	32,741	7,124	1,250	-
Net assets released from restriction	-	-	-	-	-	-
Total Support and Other Revenue	16,155	48,042	35,935	40,240	16,093	-
Total Unrestricted Revenue	2,839,892	3,063,879	3,555,572	3,592,111	3,778,507	-
Total Temporarily Restricted Revenue	-	-	-	-	-	-
Total Revenue - GRAPH 1	2,839,892	3,063,879	3,555,572	3,592,111	3,778,507	-
Change in Net Assets						
Net Assets - Beginning of Year - GRAPH 1	67,263	(50,611)	79,949	(1,103)	(230,499)	-
Net Assets - End of Year - GRAPH 1	479,605	546,868	496,257	576,206	575,103	575,103
Prior Year Adjustment(s)	-	-	-	-	-	-
Net Assets - End of Year - GRAPH 1	546,868	496,257	576,206	575,103	344,604	575,103
Functional Expense Breakdown						
Personnel Service						
Administrative Staff Personnel	-	-	-	-	453,711	-
Instructional Personnel	-	-	-	-	1,323,537	-
Non-Instructional Personnel	-	-	-	-	130,409	-
Personnel Services (Combined)	1,279,758	1,534,254	1,749,051	1,813,747	-	-
Total Salaries and Staff	1,279,758	1,534,254	1,749,051	1,813,747	1,907,657	-
Fringe Benefits & Payroll Taxes	288,602	366,826	390,147	438,733	505,492	-
Retirement	-	-	-	-	-	-
Management Company Fees	225,867	271,667	316,987	355,606	370,000	-
Building and Land Rent / Lease	404,943	469,898	538,826	550,980	477,405	-
Staff Development	14,317	43,781	27,940	19,375	52,788	-
Professional Fees, Consultant & Purchased Services	21,280	27,857	88,273	32,954	139,319	-
Marketing / Recruitment	-	-	-	-	18,904	-
Student Supplies, Materials & Services	236,076	122,265	107,158	88,844	158,441	-
Depreciation	62,937	63,518	42,857	31,752	34,136	-
Other	238,849	214,424	214,384	261,223	344,864	-
Total Expenses	2,772,629	3,114,490	3,475,623	3,593,214	4,009,006	-
ENROLLMENT						
Chartered Enroll	225	262	262	262	262	262
Revised Enroll	-	-	-	-	-	-
Actual Enroll - GRAPH 4	230	241	267	260	272	261
Chartered Grades	K-2, 5	K-3	1-4	2-5	K, 2-5	K-5
Revised Grades	K-2, 5	-	-	-	-	-
Actual Grades	K-2, 5	K-3	K-4	K-5	K-5	K-5

SCHOOL ANALYSIS

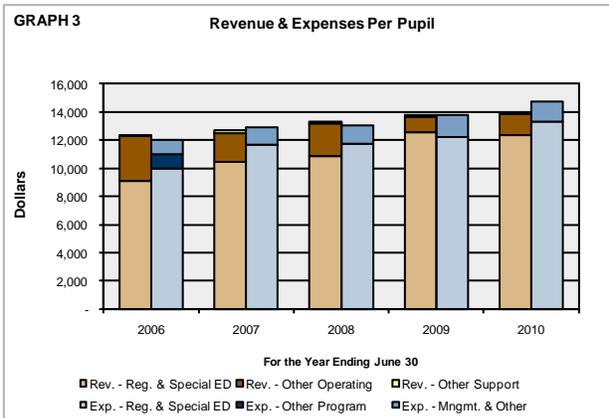
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11 *	
Primary School District	NYC						
Per Pupil Funding	9,084	10,196	11,023	12,443	12,443	12,443	
Increase over prior year	5.8%	12.2%	8.1%	12.9%	0.0%	0.0%	
PER STUDENT BREAKDOWN							Average - 5 Yrs. OR Charter Term
Revenue							13,093
Operating	12,277	12,514	13,182	13,661	13,832	-	124
Other Revenue and Support	70	199	135	155	59	-	13,217
TOTAL - GRAPH 3	12,347	12,713	13,317	13,816	13,892	-	
Expenses							11,997
Program Services	10,984	11,672	11,742	12,251	13,337	-	1,314
Management and General, Fundraising	1,071	1,251	1,276	1,569	1,402	-	13,311
TOTAL - GRAPH 3	12,055	12,923	13,017	13,820	14,739	-	90.2%
% of Program Services	91.1%	90.3%	90.2%	88.6%	90.5%	-	9.8%
% of Management and Other	8.9%	9.7%	9.8%	11.4%	9.5%	-	-0.7%
% of Revenue Exceeding Expenses - GRAPH 5	2.4%	-1.6%	2.3%	0.0%	-5.7%	-	
Student to Faculty Ratio						9.71	-
Faculty to Admin Ratio						4.7	-
Financial Responsibility Composite Scores - GRAPH 6							1.9
Score	2.3	1.9	2.2	2.0	1.2	-	Fiscally Strong
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring -1.0 - 0.9	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Adequate	N/A	
Working Capital - GRAPH 7							401,378
Net Working Capital	428,610	391,110	479,654	500,061	207,455	-	12.2%
As % of Unrestricted Revenue	15.1%	12.8%	13.5%	13.9%	5.5%	-	2.0
Working Capital (Current) Ratio Score	1.9	2.0	2.2	2.6	1.5	-	MEDIUM
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM	N/A	N/A
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Good	Good	Good	Good	N/A	Good
Quick (Acid Test) Ratio							1.9
Score	1.8	1.9	2.0	2.5	1.4	-	MEDIUM
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	MEDIUM	MEDIUM	MEDIUM	LOW	MEDIUM	N/A	Good
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Good	Good	Excellent	Good	N/A	
Debt to Asset Ratio - GRAPH 7							0.4
Score	0.5	0.4	0.4	0.3	0.6	-	MEDIUM
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	MEDIUM	LOW	LOW	LOW	MEDIUM	N/A	Good
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Good	Excellent	Excellent	Excellent	Good	N/A	
Months of Cash - GRAPH 8							1.4
Score	1.2	1.0	1.2	2.1	1.2	-	HIGH
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)	HIGH	HIGH	HIGH	HIGH	HIGH	N/A	Poor
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3 mo.)	Poor	Poor	Poor	Poor	Poor	N/A	



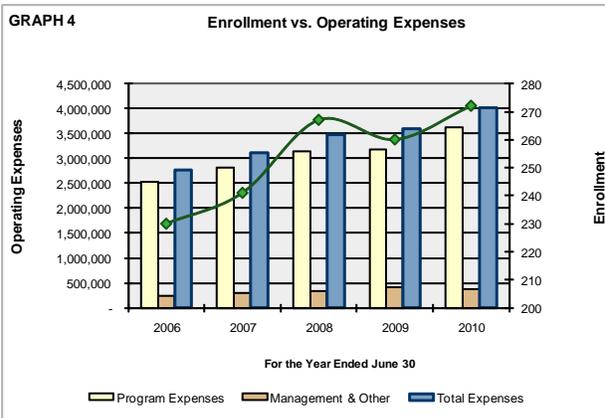
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year to year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.



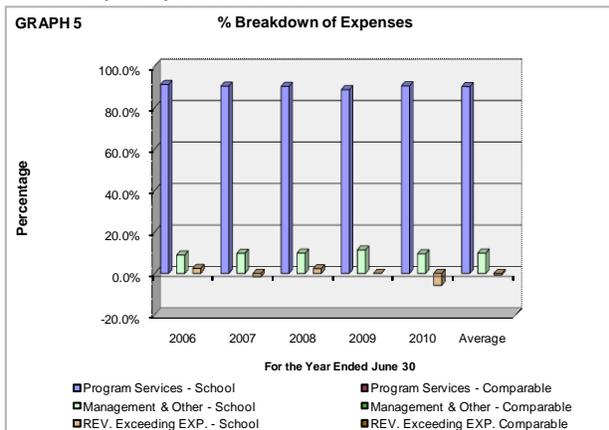
This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.



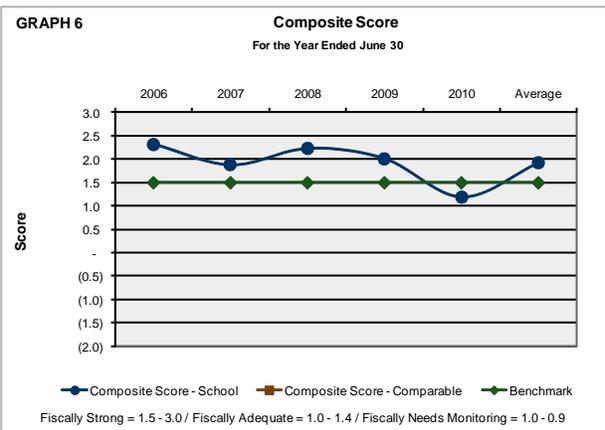
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

COMPARABLE SCHOOL / REGION:

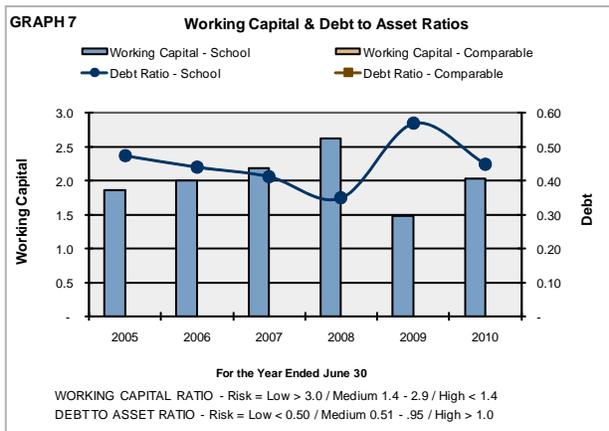
* Average = Average - 5 Yrs. OR Charter Term



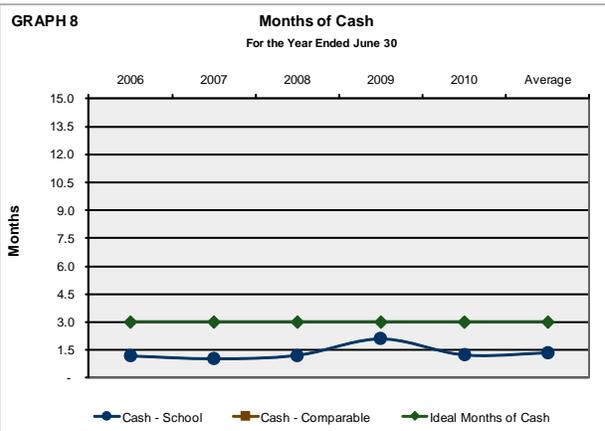
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates Working Capital and Debt to Asset Ratios. W/C indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. Debt to Asset indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.