SISULU WALKER CHARTER SCHOOL

2012-13 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

9/16/13, 2013

By Michelle Haynes

Sisulu-Walker Charter School of Harlem
125 W 115th St.
New York, NY 10026
(212) 663-8216

Michele Hayne, Principal, prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Martez Moore	Chairperson
Minnie Goka	Vice Chair; Academics, Governance & Legal Affairs
William Anthony Allen	Board Member; Real Estate
Harry Watson	Board Member
Rita Hanes	Board Member; Academic
Joe Drayton	Board Member
Erika Ewing	Board Member; Academic

Michele Haynes has served as the Principal since 2012.

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 236 students. The student population is 84.9% African-American and 75.8% free and reduced lunch eligible.

School Enrollment by Grade Level and School Year[1]

School Year	K	1	2	3	4	5	Total
2009-10	28	26	30	78	54	52	268
2010-11	49	30	28	26	80	49	262
2011-12	54	55	28	30	29	76	272
2012-13	45	57	47	35	26	26	236

[1] The below data is based on BEDS day enrollment reports and is not consistent with the number of students enrolled at the time of exams as listed in the subsequent tables.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
All students at the school will become proficient in reading and writing of the English language.

Background

At SWCSH, our mantra is "Literacy is Everything and Everywhere." We believe that children learn to read and write by reading and writing daily for information and enjoyment. Students are required to read books on or above their independent reading level across content areas and demonstrate mastery of all content through writing. Writing is embedded across the curriculum through reading, social studies, science and mathematics. As a result, literacy is taught across the curriculum using a comprehensive balanced literacy approach. Balanced Literacy is an all-inclusive framework that encompasses all of the research-based best practices for literacy instruction as outlined by the National Reading Panel (2000). This literacy model comprises two distinct elements. Students learn to read during the traditional literacy block and read to learn during the social studies and science blocks. Additionally, opportunities for reading or being read to are integrated into the mathematics block. The gradual release method is employed to ensure student mastery of concepts as well as a workshop model. The *Literacy Block* is 135 minutes. The block is organized into three forty-five minute periods. The chart below illustrates the breakdown of each block by grade level.

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

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

The literacy curriculum is organized into thematic units that include wide reading of prose and poetry that encompasses reading during the traditional literacy period as well as during the social studies and science blocks. Thematic units include an emphasis on balancing fiction and nonfiction texts. All unit plans are standards based and aligned to the Common Core Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

Goal 1: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.[2]

Method

The school administered the New York State Testing Program English language arts assessment to students in third through fifth grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

2012-13 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[3]			Total Enrolled
		IEP	ELL	Absent	
3	35	0	0	0	35
4	24	0	0	0	24
5	25	0	0	0	25
All	84	0	0	0	84

Results

The following table presents the English Language Arts test results for all students and for those enrolled in at least their second year in 3rd through 5th grade. Overall, 19.2% of students enrolled in at least their second year achieved a level of proficiency.

Performance on 2012-13 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent (Level 3 or 4)	Number Tested	Percent (Level 3 or 4)	Number Tested
3	11.4%	35	12.9%	31

[2] Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.
[3] Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

4	20.8%	24	23.8%	21
5	24.0%	25	23.8%	21
All	17.9%	84	19.2%	73

Evaluation

For 2012-13, Sisulu-Walker did not meet the absolute measure for ELA proficiency. Overall, only 19.2% of students in at least their second year scored at or above a Standard 3. The school fell short of its goal of 75% by 55.8 percentage points or 41 students.

The introduction of the *Common Core State Standards* for literacy resulted in the identification of additional gaps in student understanding. Although our unit plans are aligned to the standards, additional opportunities for students to engage in meaningful opportunities to master the standards are needed. In addition, allocating more time for content specific reading and explicit instruction in the organizational patterns and craft specific to nonfiction reading is necessary. Students also need additional opportunities to demonstrate their understanding of skills and concepts associated with each standard via writing.

The new lexile levels demand that students read more challenging texts earlier in their elementary school career. Our guided reading program began to address the needs of students at their instructional levels, which were well below the rigorous ranges of the Common Core. Students made gains in reading on Fountas Pinnell assessments, but that did not translate to reading proficiency on the state exams. Our novel program required students to read more challenging texts with the support of teachers. However, the number of novels that are covered during the academic year must increase in order to give students the practice needed to transfer what they are taught in independent reading situations.

Additional Evidence

From the 2010-11 to 2011-12 school years, Sisulu-Walker showed an overall improvement in the percentage of students achieving proficiency on the ELA exams. In 2012-13, there was a large drop in this percentage reflecting the state wide drop in scores related to the introduction of common core standards in state assessments.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	60.9%	23	39.1%	23	12.9%	31
4	50.0%	62	56.5%	23	23.8%	21
5	31.8%	44	49.2%	65	23.8%	21

All	45.7%	129	48.6%	111	19.2%	73

Goal 1: Absolute Measure
Each year, the school's aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's English language arts AMO. The PLI 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 PLI is 200.[4]

Results

SWCS achieved an aggregate PI score of 74 in ELA for the 2012-13 school year.

English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	44	38	14	4

PI	=	38	+	14	+	4	=	56
				14	+	4	=	18
						PLI	=	74

Evaluation

The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program

Leave Blank

Goal 1: Comparative Measure

[4] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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

Method

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[5]

Results

The chart below reports the results of this year's assessment of students who were enrolled in at least their second year as compared to all tested students in the surrounding public school district (CSD 5). Sisulu-Walker's aggregate percentage of students at proficiency was 19.2% while the local district's percentage was 12%.

2012-13 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students[6]	
	Percent	Number Tested	Percent	Number Tested
3	12.9%	31	13.4%	953
4	23.8%	21	11.7%	915
5	23.8%	21	10.7%	830
All	**19.2%**	**73**	**12.0%**	**2698**

Evaluation

Sisulu-Walker met the measure. Sisulu-Walker's aggregate percentage of students at proficiency was 7.2 percentage points higher than the local district.

Additional Evidence

As shown by the table below, Sisulu-Walker has continued to outperform the local school district each year for the past three years.

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

[5] Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its News Release webpage.

[6] District in this report is considered New York City Community School District 5, the adjacent school district with the most similar student demographics.

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	60.9%	28.6%	39.1%	30.3%	12.9%	13.4%
4	50.0%	33.2%	56.5%	29.0%	23.8%	11.7%
5	31.8%	32.8%	49.2%	30.9%	23.8%	10.7%
All	45.7%	31.5%	48.6%	30.1%	**19.2%**	**12.0%**

Goal 1: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[7]

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

SWCS's overall effect size for the 2011-13 ELA exams was a negative 0.19 translating to a comparative performance that was lower than expected. The school performed marginally better than expected or as expected for the fourth and fifth grades respectively. However, the third grade class performed substantially worse than expected with an effect size of negative 0.95.

2011-12 **English Language Arts Comparative Performance by Grade Level**

[7] The Institute will begin using ***economically disadvantaged*** instead of ***eligibility for free lunch*** as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

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		**29**	**31.0**	**45.4**	**-14.4**	**-0.95**
4		**30**	**50.0**	**49.4**	**0.6**	**0.04**
5		**76**	**47.4**	**47.3**	**0.1**	**0.00**
6						
7						
8						
All	**67.0%**	**135**	**44.5**	**47.4**	**-2.9**	**-0.19**

School's Overall Comparative Performance:
Lower than Expected

Evaluation

The school did not meet this measure as the effect size did not exceed a positive 0.3. For the fourth and fifth grade levels, there were neutral or small positive effect sizes but were both below the target of 0.3. However the third grade had a strongly negative effect size.

Additional Evidence

Sisulu-Walker's performance has declined slightly compared to its expected performance over the past three years for ELA. However, the school's absolute performance has stayed essentially constant during this time.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3-5	69.3%	185	45.9	42.4	0.23
2010-11	3-5	68.0%	155	44.5	45.1	-0.03
2011-12	3-5	67.0%	135	44.5	47.4	-0.19

Goal 1: Growth Measure[8]
Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

[8] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.[9]

Results

Leave Blank

Summary of the English Language Arts Goal

Overall, Sisulu-Walker achieved one of the three measures of the ELA that are applicable from its accountability plan. However, the consistent and expected decline in scores at Sisulu-Walker and across the state has meant that the school did not achieve the first absolute goal of 75% proficiency. The school did outperform the local school district, but did not meet its goal of exceeding its predicted performance as reflected by a positive effect size.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students	Did Not Achieve

[9] See the Guidelines.

	among all public schools in New York State. (Using 2011-12 school district results.)	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

Curriculum

- SWCSH hosted a *Summer Curriculum Institute* from July 15th – August 6th. Our thematic units for literacy were revised to include additional learning tasks and outcomes aligned to the new standards.
- Lesson plans were developed and refined to reflect greater alignment to the standards. Rubrics and checklists to aid students during the writing process were developed using resources from Engage New York as a guide.
- New frameworks for nonfiction reading in the content areas were developed. The increased emphasis on preparing students for college and career readiness demands that student be proficient in acquiring information from nonfiction text. The weekly frameworks will ensure that students have equal exposure to fiction and nonfiction texts.
- Social Studies unit plans were revised and realigned to the standards to include additional standards-based learning outcomes.
- Additional nonfiction texts were purchased to supplement the traditional literacy block as well as to enhance the social studies and science blocks. We also increased the number of novels students will read this year and paired these texts with nonfiction texts for paired reading, analysis and writing.

Instruction

- An intervention teacher will be assigned to each class in grades 3-5. The intervention teacher assigned to each class will work closely with the lead teacher to provide strategic intervention during the guided reading period based on the results of our internal assessments (6-week and Fountas and Pinnell assessments).
- In an effort to increase student exposure to nonfiction texts, the reading and writing have been embedded into the framework for instruction for social studies and science; see frameworks below. Students will receive a two-week introduction to the five main nonfiction structures prior to commencing their first social studies topic. Explicit instruction on text features and organizational patterns as well as point of view, author purpose and main idea/ details will be part of the launch. The aforesaid will be reinforced weekly as part of the framework for instruction.
- A minimum of thirty minutes each day will be devoted to writing during the transitional literacy block; students will also write during social studies and science. Each unit of study for English Language Arts and Social Studies has one learning outcome for writing standards 1-3 (opinion, explanatory and narrative). Students will respond to literature daily immediately following the novel period.
- To address the vocabulary gap and the standards related to vocabulary acquisition, students will receive explicit instruction in five Tier II words per week. This will include teaching students' one synonym and one antonym for each word. Vocabulary instruction will include

teaching students to use context clues to determine the meaning of unknown words and phrases in texts. Tier III words will be addressed using a weekly vocabulary inventory. Teachers will use linguistic (questions, reasons, examples etc.) and nonlinguistic (pictures, gestures and graphic organizers) to reinforce tier II and III words.

- During our *Summer Curriculum Institute*, teachers developed questions for nonfiction articles aligned to the standards and questions published by Engaged New York. We will continue developing our question and passage bank during the school year. The PLAR-Q (Preview the Text, Label the Questions, Annotate the Text, Reread the Passage and Answer the Question) will be reinforced at the beginning of the school year to ensure that students develop stamina and test sophistication.

Social Studies Weekly Instructional Framework

- Introduce the topic (hook statement) - Question Formulation Technique (QFT)	- Build Background (videos, photographs, read-aloud…) - Vocabulary Inventory - Introduce Key Vocabulary	- Read the selection - Preview the text (review text features and determine text structure). - Ask and answer questions - Determine the author's purpose and the most important ideas in the text.	- Review key vocabulary - Continue reading the selection. - Summarize important information using a graphic organizer.	- Complete writing assignment related to priority question (QFT).

Science Weekly Instructional Framework

- Introduce the topic (hook statement). - Question Formulation Technique (QFT)	- Read the selection - Preview the text (review text features and determine text structure). - Ask and answer questions - Determine the author's purpose and the most important ideas in the text.	- Weekly investigation (lab)	- Debrief (review data and synthesize information from reading and investigation)	- Complete writing assignment related to priority question (QFT) Or - Current Event Article

Assessment

- We increased the number of interim assessments students will take during the academic year from three to five. Assessments will be administered every six weeks.
- Teachers will use assessment data to create action plans for cohorts of students. Students will be divided into the following categories: 0-70%-Intensive Intervention, 71-85%-Strategic Intervention and 86-100%-Benchmark. Action plans will consist of whole group intervention strategies and targeted small group support. Deficits will be addressed during the guided reading period and the whole class novel period.
- As we continue to develop our PLAR-Q question bank, teachers will develop questions aligned to skills/concepts identified as deficits on interim assessments.
- We will continue to use the Fountas and Pinnell Benchmark System to determine the instructional and independent reading levels of students. Students will read leveled books during the guided reading period and independent reading period. However, we will align our questions to the questions on our interim assessments to create informal opportunities for assessment.
- Rubrics and checklist for writing tasks emphasize using textual evidence to justify claims and support responses. In all subjects, student writing will assessed to ensure that all responses are rooted in text.

Professional Development

- The *Summer Curriculum Institute* included one-to-one coaching sessions with teachers to revise curriculum maps and develop lesson plans.
- Pre-Service included an introduction to the revised frameworks for instruction for all subject areas as well as workshops on strategies that will be employed to increase proficiency in English Language Arts (i.e. vocabulary, writing, fluency and comprehension).
- An additional instructional coach will be added to decrease the ratio of teachers to coaches. There will be one coach for 4^{th} and 5^{th} grades (2 teachers- one) and 1 coach for 2^{nd} and 3rd grades (4 teachers). Instructional coaches will support teachers during the planning process and with instructional delivery.
- Monthly half day workshop will reinforce strategies introduced during Pre-Service as well as include opportunities for vertical and horizontal planning.
- We will alternate between Saturday and after school workshops bi-monthly. The emphasis of the sessions will be on developing action plans and planning learning experiences to close instructional gaps.

MATHEMATICS

Goal 1: Mathematics
All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

Background

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

The math curriculum is organized into thematic units. We use a variety of resources to develop math lessons that are engaging, interactive and standards-based: *Everyday Math*, *Scott Foresman-Addison Wesley*, published workbooks (i.e. *Coach, Rally*…) and teacher generated materials.

Math instruction is composed of the following components to ensure content/skill development, investigation/manipulative-based methodologies, and incorporation of data to drive student achievement:

- QQ/Do Now
    - Quick Questions are data driven spiraled review questions and/or activities. This can include daily routines in grades K – 1 (calendar, counting, attendance, class survey) and standards-based questioning from what students have demonstrated mastery of.
- Hook
    - The lesson hook is the explanation or example of real world relevancy, which brings students to be engaged in the content and brings the content to life.

- Direct Instruction/Modeling
    - The modeling component shows students the strategy/process utilized to problem solve. Students should be taught and then practice a variety of strategies, then ultimately choose the best strategy for them.

- Guided Instruction
    - Guided instruction, as with the gradual release methodology of instruction, allows students to practice the daily skill with direction from the teacher through directing the teacher ("puppeteering"), responding to teacher questions, sharing and discussing with classmates.

- Independent Practice

- Students practice a series of scaffolding questions related to the skill to ensure that application of the skill is developed in accordance to Bloom's Taxonomy of Higher Order Thinking.

- Checks for Understanding
  - The teacher incorporates various methodologies to collect data on student progress of understanding and learning of the day's lesson objective through use of whiteboards for students to show what they know, a sign-language system, turn and talks, partner talks, and teacher questioning.

- Other Cumulative Review/Centers
  - Centers are designed to develop the application of the day's skill in a variety of other contexts: word problems, real life scenarios, and remediation/differentiation. Students should work through various centers in small groups to collaborate and get small group instructional support.

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

Goal 1: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.[10]

Method

The school administered the New York State Testing Program mathematics assessment to students in third through fifth grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

2012-13 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[11]			Total Enrolled
		IEP	ELL	Absent	

[10] Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.
[11] Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

3	35	0	0	0	35
4	24	0	0	0	24
5	25	0	0	0	25
All	84	0	0	0	84

Results

At SWCS in 2012-13, 27.4% of students who had been enrolled for at least their second academic year achieved a proficient score on the State Mathematics Exam.

Performance on 2012-13 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	28.6%	35	25.8%	31
4	33.3%	24	38.1%	21
5	20.0%	25	19.1%	21
All	27.4%	84	27.4%	73

Evaluation

For 2012-13, Sisulu Walker did not meet the absolute measure for Math proficiency. Overall, only 27.4% of students in at least their second year scored at or above a Standard 3. The school fell short of its goal of 75% by 47.6 percentage points.

The introduction of the *Common Core State Standards* for mathematics resulted in the identification of additional gaps in student understanding. Although our unit plans are aligned to the standards, additional opportunities for students to engage in meaningful opportunities to master the standards are needed at the application level.

In the past, mathematics instruction emphasized learning algorithms with little focus on conceptual understanding and real-world application. Shifts in teacher practice related to mathematics instruction need to be intensified to reflect instructional shifts in the standards (fluency, application and deep understanding). In addition, due to gaps in student understanding the pacing needed to teach each standard in depth was not achieved. The mathematics block will be reorganized to include a 45-minute lesson employing the gradual release model and 45 minutes of reteach and games to ensure that instructional gaps are addressed and all priority standards are taught. Consequently, we will be able to ensure that students develop strong foundational knowledge and deep conceptual understanding and are able to transfer skills and concepts.

Additional Evidence

From the 2010-11 to 2011-12 school years, Sisulu-Walker showed an overall improvement in the percentage of students achieving proficiency on the Mathematics exams. In 2012-13, there was a large drop in this percentage reflecting the state wide drop in scores related to the introduction of common core standards in state assessments.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	56.5%	23	52.2%	23	25.8%	31
4	71.0%	62	68.2%	22	38.1%	21
5	61.4%	44	70.8%	65	19.1%	21
All	65.1%	129	66.4%	110	27.4%	73

Goal 1: Absolute Measure
Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. The PLI 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 PLI is 200.[12]

Results

SWCSH achieved an aggregate PI score of 101 in Mathematics for the 2012-13 school year.

Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	26	47	27	0

[12] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

PI	=	47	+	27	+	0	=	74
				27	+	0	=	27
						PLI	=	101

Evaluation

The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program

Leave Blank

Goal 1: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[13]

Results

The chart below reports the results of this year's assessment of students who were enrolled in at least their second year as compared to all tested students in the surrounding public school district (CSD 5). Sisulu-Walker's aggregate percentage of students at proficiency was 27.4% while the local district's percentage was 13.6%.

2012-13 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	25.8%	31	16.1%	965
4	38.1%	21	15.4%	924

[13] Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its News Release webpage.

5	19.1%	21	8.7%	842
All	**27.4%**	**73**	**13.6%**	**2731**

Evaluation

Sisulu-Walker met the measure. Sisulu-Walker's aggregate percentage of students at proficiency was 13.8 percentage points higher than the local district. In addition, each grade tested at Sisulu-Walker outperformed the local school district.

Additional Evidence

As shown by the table below, Sisulu-Walker has continued to outperform the local school district each year for the past three years.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	56.5%	34.9%	52.2%	37.0%	25.8%	16.1%
4	71.0%	43.1%	68.2%	39.6%	38.1%	15.4%
5	61.4%	42.1%	70.8%	41.3%	19.1%	8.7%
All	65.1%	40.1%	66.4%	39.3%	**27.4%**	**13.6%**

Goal 1: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[14]

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

[14] The Institute will begin using ***economically disadvantaged*** instead of ***eligibility for free lunch*** as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

SWCS's overall effect size for the 2011-12 Mathematics exams was a positive 0.31 translating to a comparative performance that was higher than expected to a small degree. The school performed approximately as expected in the third and fourth grades. However, the fifth grade class performed substantially better than expected with an effect size of positive 0.53.

2011-12 **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		**29**	**51.7**	**52.3**	**-0.6**	**-0.03**
4		**29**	**62.1**	**60.9**	**1.2**	**0.07**
5		**76**	**68.4**	**58.7**	**9.7**	**0.53**
6						
7						
8						
All	**67.0%**	**134**	**63.4**	**57.8**	**5.6**	**0.31**

School's Overall Comparative Performance:
Higher than expected to a small degree

Evaluation

SWCSH met this goal by having an aggregate Effect Size that exceeded 0.3.

Additional Evidence

Sisulu-Walker has continued to perform higher than expected compared to other state schools in Mathematics for the last three years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3-5	69.3%	186	56.5%	51.0%	0.30
2010-11	3-5	68.0%	155	65.8%	55.7%	0.56
2011-12	3-5	67.0%	134	63.4%	57.8%	0.31

Goal 1: Growth Measure[15]
Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.

Results

Leave Blank

Summary of the Mathematics Goal

Sisulu- Walker achieved two of its three goals still applicable from its accountability plan. The school did outperform the local school district and also exceeded its expected performance by an effect size of more than 0.3. However, the expected decline in scores at Sisulu-Walker, consistent with other schools across the state, has meant that the school did not achieve the first absolute measure of 75% proficiency.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics	Achieved

[15] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

	exam will be greater than that of students in the same tested grades in the local school district.	
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

Curriculum

- SWCSH hosted a *Summer Curriculum Institute* from July 15th – August 6th. A math specialist worked with teachers to review the math standards and develop lesson plans (worksheets) that are aligned to the standards.
- During Pre-Service, teachers develop mathematics games aligned to units of study to ensure that students have meaningful opportunities to engage in repeated independent practice.

Instruction

- The mathematics block has been divided into two distinct periods. During the first period, teachers will use the gradual release model to teach students new concepts. During the second period, teachers will employ math games and centers to provide repeated practice as well as meet with small groups of students to address deficits identified during the lesson as well as on interim assessments.
- An intervention teacher will be assigned to each class in grades 3-5. The intervention teacher assigned to each class will work closely with the lead teacher to provide strategic intervention during the second mathematic block based on the results of our internal assessments (6-week assessment).

Assessment

- We increased the number of interim assessments students will take during the academic year from four to five. Assessments will be administered every six weeks. Teachers will use assessment data to create action plans for cohorts of students. Students will be divided into the following categories: 0-70%-Intensive Intervention, 71-85-Strategic Intervention and 86-100%-Benchmark. Action plans will consist of whole group intervention strategies and targeted small group support.
- Each unit of study will include a pre-test and post-test, so we can measure mastery of standards between interim assessments and provide remediation on problem standards prior to administering six-week assessments.

Professional Development

- The *Summer Curriculum Institute* included one-to-one coaching sessions with teachers to develop lesson plans and Pre-Service included a workshop on efficacy in mathematics instruction and strategies for increasing student engagement and developing fluency.

- A math specialist will work with teachers in grades 3-5 to ensure that lessons are standards-based, rigorous and engaging. Teachers will participate in co-planning sessions with the specialist. The specialist will observe teachers and provide them with real-time feedback as well as model lessons for teachers.

SCIENCE

Goal 3: Science
All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

Background

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

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

Goal 3: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency 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 2013. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

In the 2012-13 school year, 90% of students at Sisulu-Walker in at least their second year achieved a proficient score on the Science Exam.

Charter School Performance on 2012-13 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students[16]	
	Percent	Number Tested	Percent	Number Tested
4	90.0%	20	NA	NA

Evaluation

Sisulu-Walker met this measure and exceeded the threshold for meeting the measure by 15 percentage point.

Sisulu-Walker continues to maintain a high level of science performance due to the overall structure of our science program. Students are exposed to science content during the traditional literacy block as well as our daily science block. Students read and write in science class to prepare for the written portion of the exam. Labs and investigations ensure that students are prepared for the performance portion of the exam.

Additional Evidence

Sisulu-Walker continues to maintain a high level of performance on the Science exam. Each year for the last three years, the school has had at least 90% of its fourth graders in at least their second year at the school achieve proficiency on the exam.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	96.8%	62	95.7%	23	90.0%	20
All	96.8%	62	95.7%	23	90.0%	20

Goal 3: Comparative Measure

[16] At the time of this report's writing, the science scores for the district have not been released.

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

Method

The school compares tested students enrolled in at least their second year 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 in at least their second year and the results for the respective grades in the local school district.

Results

Since the district results for Science have not been released at this time, and so there are no comparative measures to report.

2012-13 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students[17]	
	Percent	Number Tested	Percent	Number Tested
4	90.0%	20	NA	NA

Evaluation

Since the district results for Science have not been released at this time, and so there are no comparative measures to report.

Additional Evidence

Since the district results for Science have not been released at this time, and so there are no comparative measures to report for 2012-13. For the 2010-11 and 2011-12 school years, Sisulu-Walker's fourth graders outperformed those in the local school district in Science.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students		
	2010-11	2011-12	2012-13

[17] At the time of this report's writing, the science scores for the district have not been released.

	Charter School	Local District	Charter School	Local District	Charter School	Local District[18]
4	96.8%	73%	95.7%	69%	90.0%	NA
All	96.8%	73%	95.7%	69%	90.0%	NA

Summary of the Science Goal

Sisulu-Walker achieved its absolute measure for the science goal. At the time of the writing of this report, the science scores for the district have not been released and so the comparative goal cannot be assessed.

	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

Curriculum

- A math/science consultant will develop science curriculum maps aligned to the Common Core Standards and the new science standards. Teachers develop lesson plans using the curriculum maps as a guide as well as instructional notes. Additional trade books were purchased to supplement the science curriculum.

Instruction

- During the 2012-13 academic year**,** we alternated between science and social studies topics. This year, students will have science instruction daily for 45 minutes. The five day structure for science will include reading and writing to build content knowledge and vocabulary and weekly investigations for students to apply what they have learned.

Assessment

- Students will be assessed informally during lesson via reading, writing and experimentation. The analysis of diagrams related to units of study will be employed. Students will also take teacher-generated assessments at the end of science each unit.

Professional Development

[18] At the time of this report's writing, the science scores for the district have not been released.

- The coach assigned to the fourth grade teacher will provide individual support through lesson development, co-planning and modeling.

NCLB

Goal 5: NCLB
Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Goal 5: Absolute Measure
Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

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 state proficiency standards. 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 No Child Left Behind (NCLB) accountability system.

Results

The school is in good standing.

Evaluation

Sisulu-Walker met this measure.

Additional Evidence

The school has been in good standing for each of the last three years.

NCLB Status by Year

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing