

I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, June 19, 2013

Updated Wednesday, July 10, 2013

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

310300860804 SISULU-WALKER CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 3

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
125 W 115th St, New York, NY 10026	212-663-8216	212-866-5793	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Contact Name	Michelle Haynes
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Title	Principal
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

<http://www.sisuluwalker.org/>

6. DATE OF INITIAL CHARTER

1999-07-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

1999-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2012-13 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2012-13

Check all that apply

 K

 1

 2

 3

 4

 5**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2013-14.

	Physical Address	Phone Number	District/CS D	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	125 W 115th St, New York, NY 10026	212-663-8216	CSD 3	K-5	Yes	Rent/Lease
Site 2						
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Michelle Haynes	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Kwame Millar	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Cortney Flowers	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Doris Fleming	[REDACTED]	[REDACTED]	[REDACTED]

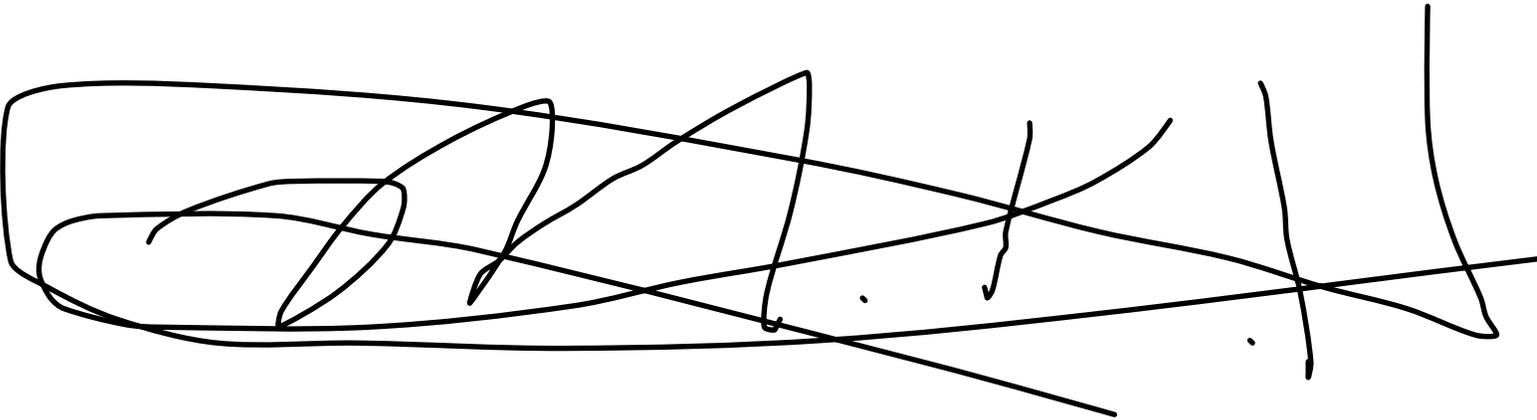
14. Were there any revisions to the school's charter during the 2012-2013 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

A large, stylized handwritten signature in black ink, consisting of several overlapping loops and lines, extending across the width of the page.

Signature, President of the Board of Trustees

Thank you.

Signature Page for President of Board of Trustees

Created Saturday, July 27, 2013

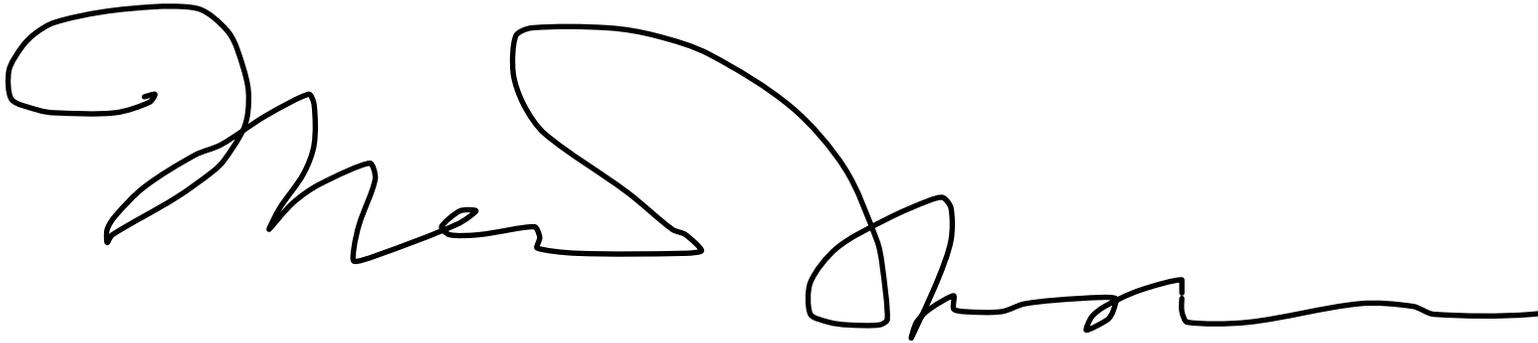
Updated Monday, July 29, 2013

Page 1

16. My signature below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and use the mouse on your PC or the stylist on your mobile device to sign your name).

- Yes
-

Signature, Board President

A handwritten signature in black ink, appearing to read "James H. ...", written across the page.

Thank you.



**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 Year¹

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

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 38 & + & 14 & + & 4 & = & 56 \\
 & & & & 14 & + & 4 & = & \underline{18} \\
 & & & & & & \text{PLI} & = & 74
 \end{array}$$

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 2 nd 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 Measure⁸

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

<ul style="list-style-type: none"> - Introduce the topic (hook statement) - Question Formulation Technique (QFT) 	<ul style="list-style-type: none"> - Build Background (videos, photographs, read-aloud...) - Vocabulary Inventory - Introduce Key Vocabulary 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Review key vocabulary - Continue reading the selection. - Summarize important information using a graphic organizer. 	<ul style="list-style-type: none"> - Complete writing assignment related to priority question (QFT).
--	---	---	--	---

Science Weekly Instructional Framework

<ul style="list-style-type: none"> - Introduce the topic (hook statement). - Question Formulation Technique (QFT) 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Weekly investigation (lab) 	<ul style="list-style-type: none"> - Debrief (review data and synthesize information from reading and investigation) 	<ul style="list-style-type: none"> - 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 be 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 4th and 5th grades (2 teachers- one) and 1 coach for 2nd 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.

$$\begin{array}{r r r r r r r r r r}
 \text{PI} & = & 47 & + & 27 & + & 0 & = & 74 \\
 & & & & 27 & + & 0 & = & \underline{27} \\
 & & & & & & \text{PLI} & = & 101
 \end{array}$$

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 2 nd 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 Measure¹⁵

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 2 nd 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 2 nd 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

Appendix B: Total Expenditures and Administrative Expenditures Per Child

Total Expenditures Per Child: \$14,821

Administrative Expenditures Per Child: \$6,251

Sisulu-Walker Charter School of Harlem, Inc.

**Financial Statements
and
Independent Auditors' Report**

June 30, 2013

Sisulu-Walker Charter School of Harlem, Inc.

Financial Statements

Table of Contents

Independent Auditors' Report	1 - 2
Financial Statements	
Statement of Financial Position	3
Statement of Activities	4
Statement of Cash Flows	5
Notes to Financial Statements	6 - 9
Supplemental Information	
Schedule of Functional Expenses	11
Independent Auditors' Report on Internal Control Over Financial Reporting and On Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards	12 - 13

Independent Auditors' Report

To the Board of Trustees of
Sisulu-Walker Charter School of Harlem, Inc.
New York, New York

Report on the Financial Statements

We have audited the accompanying financial statements of Sisulu-Walker Charter School of Harlem, Inc. (a nonprofit organization) which comprise the statement of financial position as of June 30, 2013, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Sisulu-Walker Charter School of Harlem, Inc. as of June 30, 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matter

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses on page 10 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated September 27, 2013, on our consideration of Sisulu-Walker Charter School of Harlem, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Sisulu-Walker Charter School of Harlem, Inc.'s internal control over financial reporting and compliance.

Vargas & Rivera, LLP

New City, New York
September 27, 2013

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Financial Position
June 30, 2013

ASSETS

Current Assets

Cash and Cash Equivalents	\$ 219,467
Due from Government Agencies (Note 3)	53,081
Prepaid Expenses	<u>58,440</u>
Total Current Assets	<u>330,988</u>

Fixed Assets

Leasehold Improvements	77,145
Equipment, Furniture and Fixtures	<u>576,067</u>
	653,212
Less: Accumulated Depreciation	<u>(564,846)</u>
Total Fixed Assets	<u>88,366</u>

Other Assets

Security Deposits	<u>37,500</u>
Total Other Assets	<u>37,500</u>

Total Assets	<u><u>\$ 456,854</u></u>
--------------	--------------------------

LIABILITIES AND NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses	\$ 131,280
Accrued Payroll and Related Expenses	198,019
Deferred Revenue	27,054
Management Fee Payable (Note 5)	<u>56,611</u>
Total Current Liabilities / Total Liabilities	<u>412,964</u>

Net Assets

Net Deficit	<u>43,890</u>
Total Net Assets	<u>43,890</u>
Total Liabilities and Net Assets	<u><u>\$ 456,854</u></u>

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Activities
For the year ended June 30, 2013

<u>PUBLIC SUPPORT AND REVENUE</u>	Unrestricted	Temporarily Restricted	Total
Resident Student Enrollment	\$ 3,333,346	\$ -	\$ 3,333,346
Food Service	-	93,244	93,244
Federal Funding	-	154,009	154,009
State Funding	-	22,095	22,095
Corporate Contributions	25,877	-	25,877
Interest Income	211	-	211
Total Public Support and Revenue	3,359,434	269,348	3,628,782
Net Assets Released From Restrictions	269,348	(269,348)	-
Total Support and Revenue	3,628,782	-	3,628,782
 <u>EXPENSES</u>			
<u>Program Services</u>			
Regular Education	2,531,875	-	2,531,875
Special Education	276,787	-	276,787
	2,808,662	-	2,808,662
<u>Supporting Services</u>			
Management and General	771,976	-	771,976
Total Expenses	3,580,638	-	3,580,638
Change in Unrestricted Net Assets	48,144	-	48,144
Net Assets, Beginning of Year	(4,254)	-	(4,254)
Net Deficit, End of Year	\$ 43,890	\$ -	\$ 43,890

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Cash Flows
For the year ended June 30, 2013

<u>CASH FLOWS FROM OPERATING ACTIVITIES</u>	
Change in Unrestricted Net Assets	\$ 48,144
Adjustments to Reconcile Change in Net Assets to	
Net Cash Provided by Operating Activities:	
Depreciation	34,234
Changes in Assets and Liabilities	
(Increase) / Decrease in:	
Due from Government Agencies	75,725
Accounts Receivable	1,115
Prepaid Expenses	(17,904)
Increase / (Decrease) in:	
Accounts Payable and Accrued Expenses	65,520
Accrued Payroll and Related Expenses	(7,269)
Deferred Revenue	27,054
Management Fee Payable	(3,389)
Total Adjustments	<u>175,086</u>
Net Cash Provided by Operating Activities	<u>223,230</u>
<u>CASH FLOWS FROM INVESTING ACTIVITIES</u>	
Purchases of Equipment, Furniture and Fixtures	<u>(38,899)</u>
Net Cash Used In Investing Activities	<u>(38,899)</u>
<u>CASH FLOWS FROM FINANCING ACTIVITIES:</u>	
Capital Lease Obligation	<u>(9,872)</u>
Net Cash Used In Financing Activities	<u>(9,872)</u>
NET INCREASE IN CASH	174,459
CASH - BEGINNING OF YEAR	<u>45,008</u>
CASH - END OF YEAR	<u><u>\$ 219,467</u></u>

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2013

NOTE 1 - ORGANIZATION

Sisulu-Walker Charter School of Harlem, Inc. (the "School") is a charter school for children located in Harlem, New York. In fiscal year 2013, the School operated grades kindergarten through fifth. It educates children in a completely nondiscriminatory and secular basis. The founders and supporters of the School believe that access to a public education of high quality for all children is the foremost issue. The School was chartered during August 1999 and the first classes were offered during the 1999-2000 school year. Charter was renewed in 2011 and extended thru 2016.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The financial statements have been prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Revenues are recognized when earned and expenses are recognized when incurred.

Financial Statement Presentation

The net assets of the School and changes therein are classified and reported as follows:

Unrestricted Net Assets - Net assets that are not subject to donor imposed restrictions.

Temporarily Restricted Net Assets - Net assets subject to donor-imposed restrictions that may or will be met, either by actions of the School and/or the passage of time.

Use of Estimates in the Preparation of Financial Statements

The preparation of financial statements in conformity with accounting principles generally accepted in The United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Contributions

The School records contributions received as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions. Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires, that is, when a stipulation time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. All contributions received in the year ended 2013 were unrestricted.

Recognition of Revenue

Government contract revenue is recognized as earned in the period services are provided and costs are incurred.

Cash and Cash Equivalents

For the purposes of the statement of cash flows, the School considers all highly liquid investments available for current use with an initial period of three months or less to be cash equivalents.

Income Tax Status

The School is a not-for-profit corporation organized under the laws of the State of New York. It is exempt from federal income taxes under Section 501 (c)(3) of the Internal Revenue Code.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2013

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Leasehold Improvements Furniture and Fixtures, and Equipment

Leasehold improvements, furniture and equipment are valued at cost less accumulated depreciation. Depreciation is computed on a straight-line basis over the estimated useful lives of the related assets or the term of the lease agreement. Normal replacement and maintenance costs are charged to earnings as incurred, and major renewals and improvements are capitalized. Upon disposition, the cost and related accumulated depreciation is removed from the accounts and the resulting gain or loss for the period. The School capitalizes assets with cost of \$500 and over. Depreciation is calculated based on the useful lives of the assets as follows: Leasehold Improvements 5 Years, Equipment and Furniture 3 - 7 Years.

Functional Allocation of Expenses

Expenses relating to more than one function are allocated to program service and management and general based on employee time estimates or other appropriate usage factors.

Contributed Services

Contributed services that create or enhance nonfinancial assets, or that require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at fair value in the period received.

A number of volunteers have made a contribution of their time to the School to develop academic and other programs and to serve on the board of trustees. The value of this contributed time is not reflected in the financial statements as such services either do not require specialized skills or would not typically be purchased had they not been provided as donations.

NOTE 3 – DUE FROM GOVERNMENT AGENCIES

Under the School's Charter School Agreement and the Charter School Act, the School is entitled to receive funding from both State and Federal sources that are available to public schools. These funds include State pupil enrollment funds and Federal food subsidies and Title I, IIA, IID, IV and V funds. The calculation of the amounts to be paid to the School under these programs is determined by the State, and is based on complex laws and regulations, enrollment levels, and economic information related to the home school district of the children enrolled in the school. If these regulations, some of which are relatively new in the State of New York, were to change, or other factors included in the calculations were to change, the level of funding that the School receives could vary significantly.

As of June 30, 2013, \$53,081 is due from government agencies.

NOTE 4 – DEFINED CONTRIBUTION PLAN

The School offers a 401(k) plan (the "Plan") for substantially all of its employees. Employees are eligible for the plan immediately upon employment and participation in the Plan is voluntary. Employees may contribute up to 15% of their annual compensation to the Plan, limited to a maximum annual amount as set periodically by the Internal Revenue Service. The School matches the employee contribution 100% up to 4% of the employee's annual compensation. The School's contribution recognized in the statement of activities was \$44,205 for 2013. The Plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the Plan's participants and beneficiaries.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2013

NOTE 5 – MANAGEMENT FEE

In January 2007, the School entered into an agreement with Victory Schools, Inc. (VSI) d/b/a Victory Education Partners (VEP) to provide services related to certain education and operational aspects of the School. Victory serves as an advisor regarding functions associated with the educational services to be provided to the students at the School and consults with the School with respect to its legal and operational compliance in accordance with the terms of the charter and the Charter School Act. In providing the above services, VEP is paid a service fee in the amount equal to the product of the total full-time equivalent enrollment of students in the Charter School as defined under Section 119.1 of the New York State Commissioner of Education Regulations multiplied by one thousand four hundred seventy-nine dollars (\$1,479) (The "Per Pupil Fee"). The Per Pupil Fee shall be increased or decreased each year by the percentage increase or decrease in the Final Adjusted Per Pupil for charter schools in the New York City school district as calculated by the New York State Education Department annually.

NOTE 6 – COMMITMENTS AND CONTINGENCIES

Occupancy Lease

The School is paying rent for space for classroom instruction and administration activity under a month-to-month lease. Monthly rental payments total \$39,784.

Operating Lease

The School entered into an operating lease agreement for equipment on September 2, 2012. The lease expires on December 2, 2015, and calls for monthly payments of \$1,769.50 beginning October 2, 2012. Future minimum rental payments under the terms of this lease are as follows:

Year Ending June 30,	Amount
2014	\$ 21,234
2015	21,234
2016	10,617
	\$ 53,085

Audits by Funding Sources

The School participates in a number of Federal and State programs. These programs require that the School complies with certain requirement of laws, regulations, contracts, and agreements applicable to the program in which it participates. All funds expended in connection with government grants and contracts are subject to audit by government agencies. While the ultimate liability, if any, from such audits of government and contracts by government agencies is presently not determinable, it should not, in the opinion of the management, have a material effect on the financial position or result of operations. Accordingly, no provision for any such liability that may result has been made in the accompanying financial statements.

NOTE 7 – CONCENTRATION OF RISK

The School is dependent on various government agencies for funding, and is responsible for meeting the requirements of such agencies. If the school was to lose students or the related government funding, it could have a substantial effect on its ability to continue operations.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2013

NOTE 8 – SUBSEQUENT EVENTS

The School evaluates events occurring after the date of the financial statements to consider whether or not the impact of such events needs to be reflected or disclosed in the financial statements. Such evaluation is performed through the date the financial statements are available for issuance, which was September 27, 2013, for these financial statements.

Supplemental Information

Sisulu-Walker Charter School of Harlem, Inc.
Schedule of Functional Expenses
For the year ended June 30, 2013

	Regular Education	Special Education	Total Programs	Support Services	Total
<u>Personnel Service Costs</u>					
Salaries					
Administrative Staff Personnel	\$ 287,912	\$ 31,126	\$ 319,038	\$ 70,033	\$ 389,071
Instructional Personnel	989,313	109,536	1,098,849	-	1,098,849
Non-Instructional Personnel	<u>21,047</u>	<u>1,266</u>	<u>22,313</u>	<u>113,114</u>	<u>135,427</u>
Total Personnel Costs	1,298,272	141,928	1,440,200	183,147	1,623,347
Fringe Benefits	121,501	13,283	134,784	17,140	151,924
Payroll Taxes	188,707	20,629	209,336	26,621	235,957
Retirement Benefits	<u>35,353</u>	<u>3,865</u>	<u>39,218</u>	<u>4,987</u>	<u>44,205</u>
Total Personnel and Related Expenses	<u>1,643,833</u>	<u>179,705</u>	<u>1,823,538</u>	<u>231,895</u>	<u>2,055,433</u>
<u>Operating Expenses</u>					
Management Fee (Note 5)	-	-	-	348,443	348,443
Consultants - Education	30,311	3,314	33,625	4,276	37,901
Legal	-	-	-	38,225	38,225
Food	81,473	8,907	90,380	11,493	101,873
Insurance	28,546	3,121	31,667	20,282	51,949
Supplies and Materials	140,331	15,341	155,672	19,797	175,469
Technology	29,697	3,246	32,943	4,189	37,132
Occupancy	384,825	42,069	426,894	54,287	481,181
Utilities	53,677	5,868	59,545	7,572	67,117
Student Services	7,168	784	7,952	1,011	8,963
Staff Development	16,438	1,797	18,235	2,319	20,554
Marketing and Recruitment	6,264	685	6,949	884	7,833
Auditing Fees	-	-	-	11,882	11,882
Office Expenses	15,039	1,644	16,683	2,122	18,805
Maintenance and Repairs	35,846	3,919	39,765	5,057	44,822
Equipment and Furnishings	13,885	1,518	15,403	1,959	17,362
Depreciation	27,379	2,993	30,372	3,862	34,234
Other Expenses	<u>17,163</u>	<u>1,876</u>	<u>19,039</u>	<u>2,421</u>	<u>21,460</u>
Total Operating Expenses	<u>888,042</u>	<u>97,082</u>	<u>985,124</u>	<u>540,081</u>	<u>1,525,205</u>
TOTAL EXPENSES	<u>\$ 2,531,875</u>	<u>\$ 276,787</u>	<u>\$ 2,808,662</u>	<u>\$ 771,976</u>	<u>\$ 3,580,638</u>

**Independent Auditors' Report on Internal Control Over Financial Reporting and On Compliance
and Other Matters Based on an Audit of Financial Statements Performed
in Accordance with *Government Auditing Standards***

To the Board of Trustees of
Sisulu-Walker Charter School of Harlem, Inc.
New York, New York

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Sisulu-Walker Charter School of Harlem, Inc. (a nonprofit organization) which comprise the statement of financial position as of June 30, 2013 and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 27, 2013.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Sisulu-Walker Charter School of Harlem, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Sisulu-Walker Charter School of Harlem, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Sisulu-Walker Charter School of Harlem, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Vargas & Rivera, LLP

New City, New York
September 27, 2013

Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

School Name:	The Sisulu-Walker Charter School of Harlem
Date (Report is due Nov. 1):	November 1, 2013
School Fiscal Contact Name:	Josh Moreau, Victory Education Partners
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Vargas & Rivera, LLP
School Audit Contact Name:	Luis Rivera
School Audit Contact Email:	luis@cpatrust.com
School Audit Contact Phone:	845.638.3113
Audit Period:	2012-13
Prior Year:	2011-12

The following items are required to be included:

- .. The independent auditor's report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A)
Management Letter	N/A
Management Letter Response	N/A
Form 990	Attached
Federal Single Audit (A-133) ¹	N/A
Corrective Action Plan	N/A

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov
---	---

¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Cir

The Sisulu-Walker Charter School of Harlem
Statement of Financial Position
as of June 30

<u>ASSETS</u>	<u>#NAME?</u>	<u>#NAME?</u>	<u>FIC</u>
<u>CURRENT ASSETS</u>			
Cash and cash equivalents	\$219,467	\$45,007	
Grants and contracts receivable	50,282	72,821	
Accounts receivables	2,799	57,100	
Prepaid Expenses	58,440	40,536	
Contributions and other receivables	-	-	
TOTAL CURRENT ASSETS	330,988	215,464	
 <u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	 <u>88,365</u>	 <u>83,700</u>	
 <u>OTHER ASSETS</u>	 <u>37,500</u>	 <u>37,500</u>	
TOTAL ASSETS	<u>456,853</u>	<u>336,664</u>	
 <u>LIABILITIES AND NET ASSETS</u>			
<u>CURRENT LIABILITIES</u>			
Accounts payable and accrued expenses	\$117,729	\$59,885	
Accrued payroll and benefits	202,681	206,212	
Dereferred Revenue	27,054	-	
Current maturities of long-term debt	-	-	
Short Term Debt - Bonds, Notes Payable	-	-	
Other	<u>65,501</u>	<u>74,823</u>	
TOTAL CURRENT LIABILITIES	412,965	340,920	
 <u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	 <u>-</u>	 <u>-</u>	
TOTAL LIABILITIES	<u>412,965</u>	<u>340,920</u>	
 <u>NET ASSETS</u>			
Unrestricted	43,888	(4,256)	
Temporarily restricted	-	-	
TOTAL NET ASSETS	<u>43,888</u>	<u>(4,256)</u>	
TOTAL LIABILITIES AND NET ASSETS	<u>456,853</u>	<u>336,664</u>	

The Sisulu-Walker Charter School of Harlem
Statement of Activities
as of June 30

	#NAME?		#NAME?		FIC 19 nu
	Unrestricted	Temporarily Restricted	Total	Total	
REVENUE, GAINS AND OTHER SUPPORT					
Public School District					
Resident Student Enrollment	\$3,189,755	\$-	\$3,189,755	\$3,683,945	
Students with disabilities	143,591	-	143,591	38,098	
Grants and Contracts					
State and local	22,095	-	22,095	21,449	
Federal - Title and IDEA	23,914	130,095	154,009	141,093	
Federal - Other	-	-	-	10,562	
Other	5,178	-	5,178	-	
Food Service/Child Nutrition Program	<u>93,244</u>	<u>-</u>	<u>93,244</u>	<u>87,950</u>	
TOTAL REVENUE, GAINS AND OTHER SUPPORT	3,477,777	130,095	3,607,872	3,983,097	
EXPENSES					
Program Services					
Regular Education	\$2,401,780	\$130,095	\$2,531,875	\$3,272,300	
Special Education	276,785	-	276,785	284,059	
Other Programs	-	-	-	-	
Total Program Services	2,678,565	130,095	2,808,660	3,556,359	
Management and general	771,976	-	771,976	685,010	
Fundraising	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	
TOTAL OPERATING EXPENSES	3,450,541	130,095	3,580,636	4,241,369	
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	27,236	-	27,236	(258,272)	
SUPPORT AND OTHER REVENUE					
Contributions					
Foundations	\$-	\$-	\$-	\$-	
Individuals	20,692	-	20,692	10,030	
Corporations	-	-	-	-	
Fundraising	-	-	-	-	
Interest income	211	-	211	375	
Miscellaneous income	5	-	5	6,837	
Net assets released from restriction	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	
TOTAL SUPPORT AND OTHER REVENUE	20,908	-	20,908	17,242	
CHANGE IN NET ASSETS	48,144	-	48,144	(241,030)	
NET ASSETS BEGINNING OF YEAR	(4,256)	-	(4,256)	236,774	
PRIOR YEAR/PERIOD ADJUSTMENTS	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	
NET ASSETS END OF YEAR	\$43,888	\$-	\$43,888	\$(4,256)	

The Sisulu-Walker Charter School of Harlem
Statement of Cash Flows

as of June 30

	<u>#NAME?</u>	<u>#NAME?</u>	<u>FIG</u>
<small>*Please briefly explain any nu</small>			
CASH FLOWS - OPERATING ACTIVITIES			
Increase (decrease) in net assets	\$48,144		\$(241,030)
Revenues from School Districts	-		-
Accounts Receivable	54,301		(33,588)
Due from School Districts	-		-
Depreciation	34,234		29,835
Grants Receivable	22,539		(644)
Due from NYS	-		-
Grant revenues	-		-
Prepaid Expenses	(17,904)		26,542
Accounts Payable	57,844		(5,965)
Accrued Expenses	(3,531)		10,099
Accrued Liabilities	-		-
Contributions and fund-raising activities	-		-
Miscellaneous sources	-		-
Deferred Revenue	27,054		(36,768)
Interest payments	-		-
Other	(9,322)		56,978
Other	-		-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$213,359		\$(194,541)
CASH FLOWS - INVESTING ACTIVITIES			
Purchase of equipment	\$ (38,899)	\$	(11,654)
Other	-		-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$(38,899)		\$(11,654)
CASH FLOWS - FINANCING ACTIVITIES			
Principal payments on long-term debt	\$ -	\$	-
Other	-		-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$-		\$-
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$174,460		\$(206,195)
Cash at beginning of year	45,007		251,202
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$219,467		\$45,007

The Sisulu-Walker Charter School of Harlem
Statement of Functional Expenses
as of June 30

		#NAME?							#NAME?	
		Program Services				Supporting Services				
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	
Personnel Services Costs										
Administrative Staff Personnel	6.00	287,912	31,126	-	319,038	-	70,033	70,033	389,071	504,256
Instructional Personnel	23.00	989,313	109,536	-	1,098,849	-	-	-	1,098,849	1,358,121
Non-Instructional Personnel	2.00	21,047	1,266	-	22,313	-	113,114	113,114	135,427	132,904
Total Salaries and Staff	31.00	1,298,272	141,928	-	1,440,200	-	183,147	183,147	1,623,347	1,995,281
Fringe Benefits & Payroll Taxes		310,208	33,912	-	344,120	-	43,761	43,761	387,881	494,845
Retirement		35,353	3,865	-	39,218	-	4,987	4,987	44,205	44,769
Management Company Fees		-	-	-	-	-	348,443	348,443	348,443	398,882
Legal Service		-	-	-	-	-	38,225	38,225	38,225	540
Accounting / Audit Services		-	-	-	-	-	11,882	11,882	11,882	12,000
Other Purchased / Professional / Consulting Services		20,538	2,245	-	22,783	-	2,897	2,897	25,680	152,745
Building and Land Rent / Lease		384,825	42,069	-	426,894	-	54,287	54,287	481,181	478,261
Repairs & Maintenance		35,846	3,919	-	39,765	-	5,057	5,057	44,822	39,989
Insurance		28,546	3,121	-	31,667	-	20,282	20,282	51,949	54,886
Utilities		53,677	5,868	-	59,545	-	7,572	7,572	67,117	69,271
Supplies / Materials		140,331	15,341	-	155,672	-	19,797	19,797	175,469	108,938
Equipment / Furnishings		13,885	1,518	-	15,403	-	1,959	1,959	17,362	21,292
Staff Development		16,438	1,797	-	18,235	-	2,319	2,319	20,554	92,045
Marketing / Recruitment		6,264	685	-	6,949	-	884	884	7,833	2,640
Technology		29,696	3,246	-	32,942	-	4,189	4,189	37,131	39,789
Food Service		-	-	-	-	-	-	-	-	-
Student Services		81,843	8,947	-	90,790	-	11,546	11,546	102,336	135,656
Office Expense		15,039	1,644	-	16,683	-	2,122	2,122	18,805	17,162
Depreciation		27,379	2,993	-	30,372	-	3,862	3,862	34,234	39,540
OTHER		<u>33,733</u>	<u>3,688</u>	<u>-</u>	<u>37,421</u>	<u>-</u>	<u>4,759</u>	<u>4,759</u>	<u>42,180</u>	<u>42,838</u>
Total Expenses		\$2,531,873	\$276,786	\$-	\$2,808,659	\$-	\$771,977	\$771,977	\$3,580,636	\$4,241,369



Charter Schools Institute
The State University of New York

Budget and Quarterly Report Template
for SUNY Authorized Charter Schools

The Sisulu-Walker Charter School

Contact Name: Josh Moreau
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Prior Year: 2012-13
Current Year: 2013-14

**The Sisulu-Walker Charter School of Harlem
Budget / Operating Plan
2013-14**

Total Revenue	-	887,252	-	-	906,753	-	-	906,753	-	-	954,189	-	-
Total Expenses	-	705,551	-	-	929,422	-	-	939,422	-	-	1,069,129	-	-
Net Income	-	181,701	-	-	(22,669)	-	-	(32,669)	-	-	(114,940)	-	-
Actual Student Enrollment	-	246	-	-	246	-	-	246	-	-	246	-	-
Total Paid Student Enrollment	-	246	-	-	246	-	-	246	-	-	246	-	-

	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	2012-13	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance

REVENUE * If there are NO budget revisions at the time of quarterly submittal leave 'CURRENT' Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column the entire column should be completed.

	CY Per Pupil Rate	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	13,527												
New York City	16,794	828,529	-	-	828,529	-	-	828,529	-	-	828,529	-	-
Mount Vernon		4,199	-	-	4,199	-	-	4,199	-	-	4,199	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	15,161	832,727	-	-	832,727	-	-	832,727	-	-	832,727	-	-
Special Education Revenue		9,525	-	-	9,525	-	-	9,525	-	-	9,525	-	-
Grants													
Stimulus													
DYCD (Department of Youth and Community Developmt.)													
Other													
Other													
TOTAL REVENUE FROM STATE SOURCES		842,252	-	-	842,252	-	-	842,252	-	-	842,252	-	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs											24,203		
Title I		26,250	-	-	26,250	-	-	26,250	-	-	26,250	-	-
Title Funding - Other		6,250	-	-	6,250	-	-	6,250	-	-	6,250	-	-
School Food Service (Free Lunch)													
Grants													
Charter School Program (CSP) Planning & Implementation													
Other													
Other													
TOTAL REVENUE FROM FEDERAL SOURCES		32,500	-	-	32,500	-	-	32,500	-	-	56,703	-	-
LOCAL and OTHER REVENUE													
Contributions and Donations													
Fundraising													
Erate Reimbursement		2,500	-	-	2,500	-	-	2,500	-	-	2,500	-	-
Earnings on Investments													
Interest Income													
Food Service (Income from meals)		9,750	-	-	29,251	-	-	29,251	-	-	29,251	-	-
Text Book											23,233		
OTHER		250	-	-	250	-	-	250	-	-	250	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		12,500	-	-	32,001	-	-	32,001	-	-	55,234	-	-
TOTAL REVENUE		887,252	-	-	906,753	-	-	906,753	-	-	954,189	-	-

**The Sisulu-Walker Charter School of Harlem
Budget / Operating Plan
2013-14**

Total Revenue	-	887,252	-	-	906,753	-	-	906,753	-	-	954,189	-	-
Total Expenses	-	705,551	-	-	929,422	-	-	939,422	-	-	1,069,129	-	-
Net Income	-	181,701	-	-	(22,669)	-	-	(32,669)	-	-	(114,940)	-	-
Actual Student Enrollment	-	246	-	-	246	-	-	246	-	-	246	-	-
Total Paid Student Enrollment	-	246	-	-	246	-	-	246	-	-	246	-	-

		Prior Year Actual 2012-13		1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
				Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance

EXPENSES

		No. of Positions		1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
				Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
ADMINISTRATIVE STAFF PERSONNEL COSTS															
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	-	-	30,900	-	-	30,900	-	-	30,900	-	-	30,900	-	-
Deans, Directors & Coordinators	1.00	-	-	8,228	-	-	8,228	-	-	8,228	-	-	8,228	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	29,613	-	-	29,613	-	-	29,613	-	-	29,613	-	-
Administrative Staff	3.00	-	-	29,226	-	-	29,226	-	-	29,226	-	-	29,226	-	-
TOTAL ADMINISTRATIVE STAFF	6.00	-	-	97,967	-	-	97,967	-	-	97,967	-	-	97,967	-	-

INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	12.00	-	-	75,788	-	-	176,838	-	-	176,838	-	-	227,363	-	-
Teachers - SPED	1.00	-	-	6,537	-	-	15,252	-	-	15,252	-	-	19,610	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	4.00	-	-	19,575	-	-	45,674	-	-	45,674	-	-	58,724	-	-
Specialty Teachers	2.00	-	-	9,983	-	-	23,294	-	-	23,294	-	-	29,949	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	3.00	-	-	19,866	-	-	46,355	-	-	46,355	-	-	59,599	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	22.00	-	-	131,748	-	-	307,413	-	-	307,413	-	-	395,245	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	3.00	-	-	27,151	-	-	27,151	-	-	27,151	-	-	27,151	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	6,667	-	-	6,667	-	-	6,667	-	-
TOTAL NON-INSTRUCTIONAL	3.00	-	-	27,151	-	-	33,818	-	-	33,818	-	-	33,818	-	-

SUBTOTAL PERSONNEL SERVICE COSTS				256,866				439,197				527,029		
---	--	--	--	---------	--	--	--	---------	--	--	--	---------	--	--

PAYROLL TAXES AND BENEFITS															
Payroll Taxes	-	-	-	25,687	-	-	43,920	-	-	43,920	-	-	52,703	-	-
Fringe / Employee Benefits	-	-	-	72,833	-	-	72,833	-	-	72,833	-	-	72,833	-	-
Retirement / Pension	-	-	-	5,435	-	-	9,293	-	-	9,293	-	-	11,152	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	103,954	-	-	126,046	-	-	126,046	-	-	136,687	-	-

TOTAL PERSONNEL SERVICE COSTS				360,820				565,243				663,716		
--------------------------------------	--	--	--	---------	--	--	--	---------	--	--	--	---------	--	--

CONTRACTED SERVICES															
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	90,600	-	-	90,600	-	-	90,600	-	-	90,600	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	10,724	-	-	32,172	-	-	32,172	-	-	32,172	-	-
Payroll Services	-	-	-	3,500	-	-	3,500	-	-	3,500	-	-	3,500	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	3,125	-	-	3,125	-	-	3,125	-	-	3,125	-	-
TOTAL CONTRACTED SERVICES	-	-	-	107,949	-	-	129,397	-	-	129,397	-	-	142,397	-	-

SCHOOL OPERATIONS															
Board Expenses	-	-	-	250	-	-	250	-	-	250	-	-	250	-	-
Classroom / Teaching Supplies & Materials	-	-	-	8,750	-	-	8,750	-	-	8,750	-	-	8,750	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	12,500	-	-	12,500	-	-	12,500	-	-	35,733	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	7,000	-	-	7,000	-	-	7,000	-	-	7,000	-	-
Telephone	-	-	-	9,188	-	-	9,188	-	-	9,188	-	-	9,188	-	-
Technology	-	-	-	125	-	-	125	-							

**The Sisulu-Walker Charter School of Harlem
Budget / Operating Plan
2013-14**

6	Total Revenue	-	887,252	-	-	906,753	-	-	906,753	-	-	954,189	-	-
7	Total Expenses	-	705,551	-	-	929,422	-	-	939,422	-	-	1,069,129	-	-
8	Net Income	-	181,701	-	-	(22,669)	-	-	(32,669)	-	-	(114,940)	-	-
9	Actual Student Enrollment	-	246	-	-	246	-	-	246	-	-	246	-	-
10	Total Paid Student Enrollment	-	246	-	-	246	-	-	246	-	-	246	-	-
12		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13		2012-13	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
159	ENROLLMENT - *School Districts Are Linked To Above Entries*													
160	New York City	-	245	-	-	245	-	-	245	-	-	245	-	-
161	Mount Vernon	-	1	-	-	1	-	-	1	-	-	1	-	-
163	School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
164	School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
165	School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
166	School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
167	School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
168	School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
169	School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
170	School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
171	School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
172	School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
173	School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
174	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
175	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
176	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
177	TOTAL ENROLLMENT	-	246	-	-	246	-	-	246	-	-	246	-	-
178	REVENUE PER PUPIL	-	3,607	-	-	3,686	-	-	3,686	-	-	3,879	-	-
180	EXPENSES PER PUPIL	-	2,868	-	-	3,778	-	-	3,819	-	-	4,346	-	-

2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66

**The Sisulu-Walker Charter School of Harlem
Budget / Operating Plan
2013-14**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	3,654,947	3,654,947	-	3,654,947	3,654,947
Total Expenses	3,643,524	3,643,524	-	(3,643,524)	(3,643,524)
Net Income	11,423	11,423	-	11,423	11,423
Actual Student Enrollment					
Total Paid Student Enrollment					

	Original	Total Year Current	Variance	VARIANCE	
				Original vs. PY	Current vs. PY
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue					
New York City	13,527				
Mount Vernon	16,794				
School District 3 (Enter Name)	-				
School District 4 (Enter Name)	-				
School District 5 (Enter Name)	-				
School District 6 (Enter Name)	-				
School District 7 (Enter Name)	-				
School District 8 (Enter Name)	-				
School District 9 (Enter Name)	-				
School District 10 (Enter Name)	-				
School District 11 (Enter Name)	-				
School District 12 (Enter Name)	-				
School District 13 (Enter Name)	-				
School District 14 (Enter Name)	-				
School District 15 (Enter Name)	-				
School District - ALL OTHER	-				
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	15,161				
Special Education Revenue	38,098	38,098	-	38,098	38,098
Grants					
Stimulus	-	-	-	-	-
DYCD (Department of Youth and Community Developmnt.)	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	3,369,007	3,369,007	-	3,369,007	3,369,007
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	24,203	24,203	-	24,203	24,203
Title I	105,000	105,000	-	105,000	105,000
Title Funding - Other	25,000	25,000	-	25,000	25,000
School Food Service (Free Lunch)	-	-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	154,203	154,203	-	154,203	154,203
LOCAL and OTHER REVENUE					
Contributions and Donations	-	-	-	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	10,000	10,000	-	10,000	10,000
Earnings on Investments	-	-	-	-	-
Interest Income	-	-	-	-	-
Food Service (Income from meals)	97,504	97,504	-	97,504	97,504
Text Book	23,233	23,233	-	23,233	23,233
OTHER	1,000	1,000	-	1,000	1,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	131,737	131,737	-	131,737	131,737
TOTAL REVENUE	3,654,947	3,654,947	-	3,654,947	3,654,947

**The Sisulu-Walker Charter School of Harlem
Budget / Operating Plan
2013-14**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	3,654,947	3,654,947	-	3,654,947	3,654,947
Total Expenses	3,643,524	3,643,524	-	(3,643,524)	(3,643,524)
Net Income	11,423	11,423	-	11,423	11,423
Actual Student Enrollment					
Total Paid Student Enrollment					

	No. of Positions	Total Year			VARIANCE	
		Original	Current	Variance	Original vs. PY	Current vs. PY
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	-	-	-	-	-	-
Instructional Management	1.00	123,600	123,600	-	(123,600)	(123,600)
Deans, Directors & Coordinators	1.00	32,912	32,912	-	(32,912)	(32,912)
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	118,450	118,450	-	(118,450)	(118,450)
Administrative Staff	3.00	116,904	116,904	-	(116,904)	(116,904)
TOTAL ADMINISTRATIVE STAFF	6.00	391,866	391,866	-	(391,866)	(391,866)
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	12.00	656,825	656,825	-	(656,825)	(656,825)
Teachers - SPED	1.00	56,650	56,650	-	(56,650)	(56,650)
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	4.00	169,647	169,647	-	(169,647)	(169,647)
Specialty Teachers	2.00	86,520	86,520	-	(86,520)	(86,520)
Aides	-	-	-	-	-	-
Therapists & Counselors	3.00	172,176	172,176	-	(172,176)	(172,176)
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	22.00	1,141,818	1,141,818	-	(1,141,818)	(1,141,818)
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	3.00	108,605	108,605	-	(108,605)	(108,605)
Security	-	-	-	-	-	-
Other	-	20,000	20,000	-	(20,000)	(20,000)
TOTAL NON-INSTRUCTIONAL	3.00	128,605	128,605	-	(128,605)	(128,605)
SUBTOTAL PERSONNEL SERVICE COSTS	31.00	1,662,289	1,662,289	-	(1,662,289)	(1,662,289)
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		166,229	166,229	-	(166,229)	(166,229)
Fringe / Employee Benefits		291,330	291,330	-	(291,330)	(291,330)
Retirement / Pension		35,174	35,174	-	(35,174)	(35,174)
TOTAL PAYROLL TAXES AND BENEFITS		492,733	492,733	-	(492,733)	(492,733)
TOTAL PERSONNEL SERVICE COSTS	31.00	2,155,022	2,155,022	-	(2,155,022)	(2,155,022)
CONTRACTED SERVICES						
Accounting / Audit		13,000	13,000	-	(13,000)	(13,000)
Legal		-	-	-	-	-
Management Company Fee		362,399	362,399	-	(362,399)	(362,399)
Nurse Services		-	-	-	-	-
Food Service / School Lunch		107,241	107,241	-	(107,241)	(107,241)
Payroll Services		14,000	14,000	-	(14,000)	(14,000)
Special Ed Services		-	-	-	-	-
Titement Services (I.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		12,500	12,500	-	(12,500)	(12,500)
TOTAL CONTRACTED SERVICES		509,140	509,140	-	(509,140)	(509,140)
SCHOOL OPERATIONS						
Board Expenses		1,000	1,000	-	(1,000)	(1,000)
Classroom / Teaching Supplies & Materials		35,000	35,000	-	(35,000)	(35,000)
Special Ed Supplies & Materials		-	-	-	-	-
Textbooks / Workbooks		73,233	73,233	-	(73,233)	(73,233)
Supplies & Materials other		-	-	-	-	-
Equipment / Furniture		28,000	28,000	-	(28,000)	(28,000)
Telephone		36,750	36,750	-	(36,750)	(36,750)
Technology		500	500	-	(500)	(500)
Student Testing & Assessment		10,000	10,000	-	(10,000)	(10,000)
Field Trips		5,000	5,000	-	(5,000)	(5,000)
Transportation (student)		-	-	-	-	-
Student Services - other		-	-	-	-	-
Office Expense		17,500	17,500	-	(17,500)	(17,500)
Staff Development		46,000	46,000	-	(46,000)	(46,000)
Staff Recruitment		2,000	2,000	-	(2,000)	(2,000)
Student Recruitment / Marketing		1,500	1,500	-	(1,500)	(1,500)
School Meals / Lunch		-	-	-	-	-
Travel (Staff)		2,000	2,000	-	(2,000)	(2,000)
Fundraising		-	-	-	-	-
Other		5,500	5,500	-	(5,500)	(5,500)
TOTAL SCHOOL OPERATIONS		263,983	263,983	-	(263,983)	(263,983)
FACILITY OPERATION & MAINTENANCE						

The Sisulu-Walker Charter School of Harlem Budget / Operating Plan 2013-14					DESCRIPTION OF ASSUMPTIONS	
6	Total Revenue	3,654,947	3,654,947	-	3,654,947	3,654,947
7	Total Expenses	3,643,524	3,643,524	-	(3,643,524)	(3,643,524)
8	Net Income	11,423	11,423	-	11,423	11,423
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
143	Insurance	25,000	25,000	-	(25,000)	(25,000)
144	Janitorial	25,000	25,000	-	(25,000)	(25,000)
145	Building and Land Rent / Lease	501,504	501,504	-	(501,504)	(501,504)
146	Repairs & Maintenance	15,000	15,000	-	(15,000)	(15,000)
147	Equipment / Furniture	4,000	4,000	-	(4,000)	(4,000)
148	Security	-	-	-	-	-
149	Utilities	124,126	124,126	-	(124,126)	(124,126)
150	TOTAL FACILITY OPERATION & MAINTENANCE	694,630	694,630	-	(694,630)	(694,630)
151						
152	DEPRECIATION & AMORTIZATION	20,749	20,749	-	(20,749)	(20,749)
153	RESERVES / CONTINGENCY	-	-	-	-	-
154						
155	TOTAL EXPENSES	3,643,524	3,643,524	-	(3,643,524)	(3,643,524)
156						
157	NET INCOME	11,423	11,423	-	11,423	11,423
158						

The Sisulu-Walker Charter School of Harlem Budget / Operating Plan 2013-14						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	3,654,947	3,654,947	-	3,654,947	3,654,947
7	Total Expenses	3,643,524	3,643,524	-	(3,643,524)	(3,643,524)
8	Net Income	11,423	11,423	-	11,423	11,423
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
159						
160	ENROLLMENT - *School Districts Are Linked To Above Entries*					
161	New York City					
162	Mount Vernon					
163	School District 3 (Enter Name)					
164	School District 4 (Enter Name)					
165	School District 5 (Enter Name)					
166	School District 6 (Enter Name)					
167	School District 7 (Enter Name)					
168	School District 8 (Enter Name)					
169	School District 9 (Enter Name)					
170	School District 10 (Enter Name)					
171	School District 11 (Enter Name)					
172	School District 12 (Enter Name)					
173	School District 13 (Enter Name)					
174	School District 14 (Enter Name)					
175	School District 15 (Enter Name)					
176	School District - ALL OTHER					
177	TOTAL ENROLLMENT					
178						
179	REVENUE PER PUPIL					
180						
181	EXPENSES PER PUPIL					

Appendix E: Disclosure of Financial Interest Form

Created Wednesday, June 26, 2013

Updated Monday, July 01, 2013

Page 1

310300860804 SISULU-WALKER CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2012-13 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at: <http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/>.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <http://fluidsurveys.com/account/surveys/210748/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.

Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Wednesday, June 26, 2013

Updated Tuesday, July 30, 2013

Page 1

310300860804 SISULU-WALKER CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Martez Moore	Chair/President	Yes			
2	Minnie Goka	Vice Chair/Vice President	Yes			
3	William Anthony Allen	Member	Yes			
4	Harry Watson	Parent Rep	No			
5	Rita Hanes	Member	Yes			
6	Joe Drayton	Member	Yes			
7	Erika Ewing	Member	Yes			
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2012-13 school year

(No response)

3. Total Number of Members Departing the Board during the 2012-13 school year

(No response)

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

(No response)

5. How many times did the Board meet during the 2012-13 school year?

9

6. How many times will the Board meet during the 2013-14 school year?

10

Thank you.

Appendix H: Enrollment and Retention Efforts

Describe the efforts the charter school has utilized in 2012-2013 and a plan for efforts to be taken in 2013-2014 to attract and retain a greater enrollment of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch.

During the 2012-2013 school year, Sisulu-Walker Charter School sent advertisement packets to daycare centers in district 3, 4, and 5 that provide services to students with disabilities and who have a large population of English Language Learners. In addition, these districts have large free and reduced lunch populations. Additionally, Sisulu-Walker Charter School took part in a kindergarten fair in a local daycare center that has a high population of students eligible for free and reduced lunch.

The packets that were sent to the day care centers included information regarding the school's lottery and academic program as well as a date for our open house. At our annual open house, parents were given information about Sisulu-Walker Charter School's general education program as well as an overview of the support services that are provided to students with disabilities and English Language Learners. Our school has a full-time ESL Teacher, Title I Teacher and Special Education Teacher. All three teachers work closely with students and teachers to ensure that the needs of each population are met.

In 2013—2014, we will utilize the same methods to retain and attract students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. We plan to increase our efforts to attract students with disabilities, English Language Learners, and students who are eligible for free and reduced priced lunch by hosting additional open houses and hosting information sessions at daycare centers.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 01, 2013

Updated Tuesday, March 25, 2014

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/963e9ff0233745c8640e80702c2f0e>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Joseph M. Drayton

2. Charter School Name:

Sisulu-Walker Charter School of Harlem

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

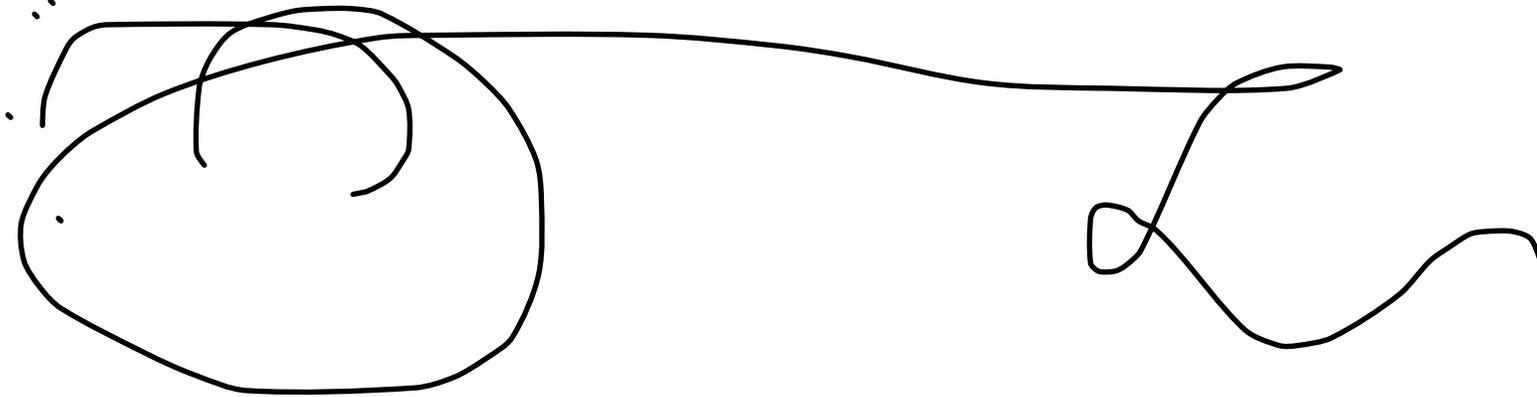
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink. It begins with a large, circular flourish on the left side. A long, horizontal line extends from the top of this circle across the page. The line ends with a smaller, more intricate flourish on the right side.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 17, 2013

Updated Tuesday, March 25, 2014

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/ed8104ab919b0dc8c361e14539e0d>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Rita Hanes

2. Charter School Name:

Sisulu-Walker Charter School of Harlem

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Academic Committee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Rust H. [unclear]", written over the printed text "Signature of Trustee". The signature is cursive and somewhat stylized.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 22, 2013

Updated Tuesday, March 25, 2014

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/fl0c07c806bd47ab418528490e8ec1>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Erika L Ewing

2. Charter School Name:

Sisulu-Walker Charter School of Harlem

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

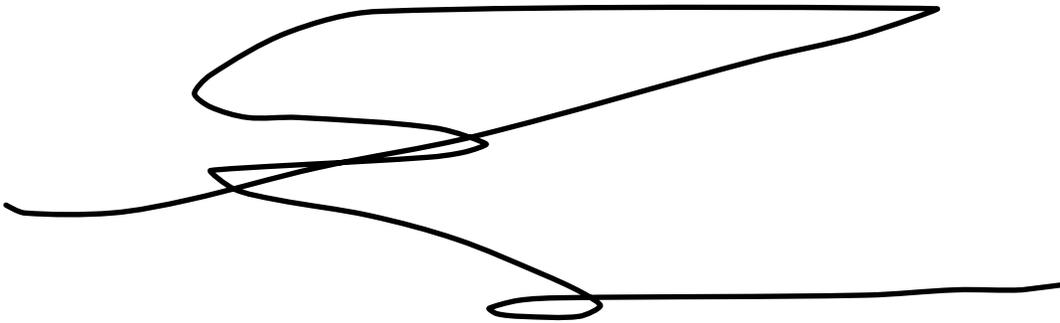
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, September 04, 2013

Updated Tuesday, March 25, 2014

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/20a7ddcb97f8a62becccc1a1d485a1>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Jeremy Harris

2. Charter School Name:

Sisulu-Walker Charter School of Harlem

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Trustee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

.

.

A handwritten signature consisting of a single, continuous, thick black line. It starts with a small dot at the top, curves to the right, then down, and finally straightens out at the bottom.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, September 04, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/e5f570904ba799359962c92857d92>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Martez Moore

2. Charter School Name:

Sisulu-Walker Charter School of Harlem

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

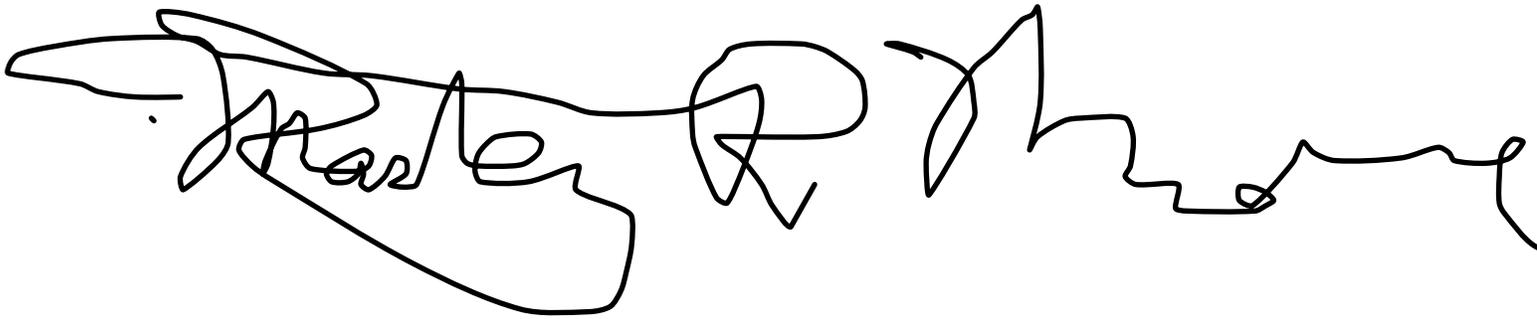
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Hester R. Thorne". The signature is written in a cursive, flowing style with some loops and flourishes.