

Application: Sisulu-Walker Charter School of Harlem

Keith Szczepanski - keithmszczepanski@gmail.com
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Jul 30 2021

[Instructions](#)

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

SISULU-WALKER CHARTER SCHOOL OF HARLEM 310300860804

a1. Popular School Name

SWCS

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 3 - MANHATTAN

d. DATE OF INITIAL CHARTER

1/1999

e. DATE FIRST OPENED FOR INSTRUCTION

9/1999

h. SCHOOL WEB ADDRESS (URL)

<http://www.sisuluwalker.org>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

220

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

190

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5

l. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	125 West 115th Street, New York, NY 10026	212-663-8216	NYC CSD 3	K-5	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Michelle K. Haynes			
Operational Leader	Gladys Lamb			
Compliance Contact	Gladys Lamb			
Complaint Contact	Michelle K. Haynes			
DASA Coordinator	Gladys Lamb			
Phone Contact for After Hours Emergencies	Michelle K. Haynes			

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

[Sisulu Cert of Occupancy \(1\).pdf](#)

Filename: Sisulu Cert of Occupancy (1).pdf **Size:** 41.6 kB

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Maximum Approved Enrollment	The school reduced its maximum enrollment from 270 to 220	October 17, 2019	October 6, 2020
2				
3				
4				
5				

More revisions to add?

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

(No response)

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Michelle Haynes
Position	Principal
Phone/Extension	212-663-8216
Email	mhaynes@sisuluwalker.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

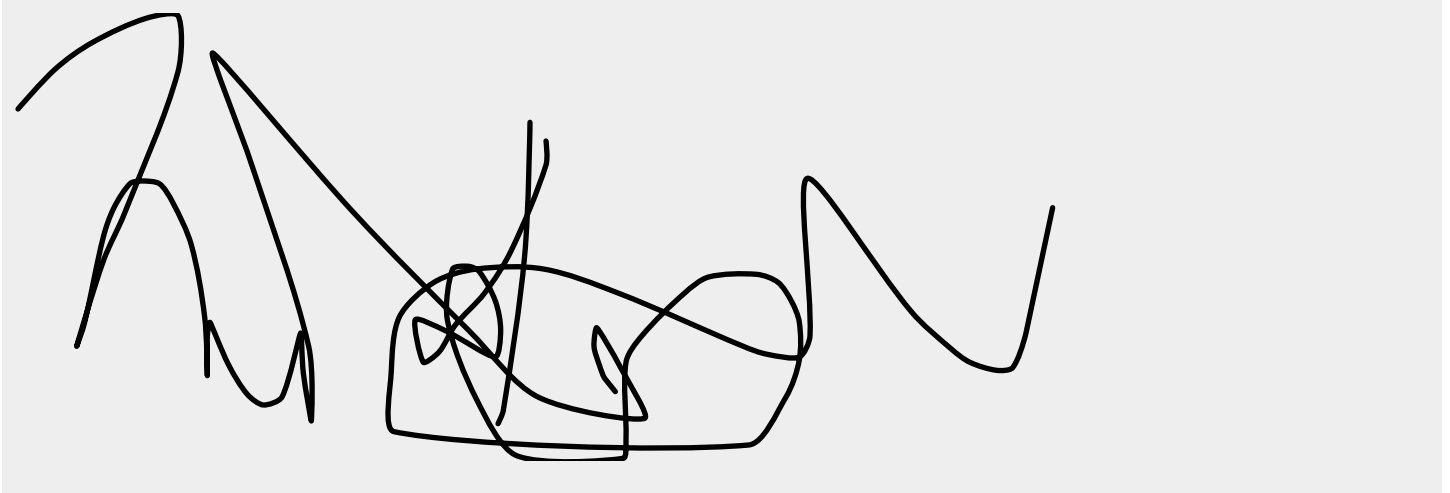
Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) 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. Click **YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**


Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, featuring a large, prominent 'M' at the beginning, followed by several loops and a long, sweeping tail that ends in a sharp upward hook.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and consists of two distinct parts. The first part starts with a tall, vertical stroke, followed by several loops and a downward curve. The second part begins with a horizontal stroke, followed by a series of smaller loops and a final downward stroke.

Date

Jul 30 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Aug 12 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

2020-21-Sisulu-Accountability-Plan-Progress-Report-Template-K-8-FINAL FOR SUBMISSION

Filename: 2020 21 Sisulu Accountability Plan OxewWru.pdf Size: 718.2 kB

Entry 4 - Audited Financial Statements

Completed Oct 31 2021

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

SWCS 2021

Filename: SWCS 2021.pdf Size: 583.1 kB

Entry 4a - Audited Financial Report Template (SUNY)

Completed Oct 31 2021

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

SWCS 2020-2021 Annual Financial Audit Template

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a “federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold.”

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Oct 31 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[SWCS 2021-22-Budget-and-Quarterly-Report-Template \(6\)](#)

Filename: SWCS 2021 22 Budget and Quarterly FKF3HYy.xlsx **Size:** 534.3 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Jul 30 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the

governing education corporation. Note: Docusign is accepted.

[Sisulu Financial Disclosures Complete](#)

Filename: Sisulu Financial Disclosures Complete.pdf **Size:** 1.7 MB

Entry 7 BOT Membership Table

Completed Jul 30 2021

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meeting s Attende d During 2020-2021
1	Martez Moore		Chair	Finance, Real Estate, and Grievan	Yes	3	09/01/2016	08/31/2016	8

				ce					
2	Minnie Goka		Vice Chair	Academic and Grievance	Yes	4	09/01/2019	08/31/2024	8
3	Jeremy Harris		Trustee/Member	Finance and Governance and Legal Affairs	Yes	2	09/01/2016	08/31/2021	8
4	Monique Ware		Trustee/Member	Development	Yes	1	05/01/2017	04/30/2022	5 or less
5	Rita Hanes		Trustee/Member	Academic and Development	Yes	2	04/01/2017	03/31/2022	8
6	Erika Ewing		Trustee/Member	Academic and Development	Yes	2	05/01/2017	04/30/2022	8
7	Joseph Drayton		Trustee/Member	Finance and Grievance	Yes	2	05/01/2017	04/30/2022	5 or less
8									
9									

1a. Are there more than 9 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	7
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5-15

3. Number of Board meetings held during 2020-2021

10

4. Number of Board meetings scheduled for 2021-2022

10

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school’s Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed Jul 30 2021

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	During the 2019-2020 school year, Sisulu-Walker Charter	In the 2021-22 school year, Sisulu-Walker Charter School will send advertisement packets to day care centers in districts 3, 4, and 5 that provide

Economically Disadvantaged

School sent advertisement packets to day care centers in districts 3, 4, and 5 that provide services to students with disabilities and who have a large population of English Language Learners; these districts have large free and reduced lunch populations.

Additionally, Sisulu-Walker Charter School set up information tables at local community centers such as the Dunleavy-Milbank Center that have a high population of students eligible for free and reduced lunch. We also increased our advertising using a combination of local, targeted mobile advertisements, and subway billboards. 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 fulltime Title I Coordinator and Special Education Coordinator. 5 out of our 7 classrooms are Integrated Co-Teaching classrooms. Each Integrated Co-Teaching classroom had one special education teacher and one general education teacher. Additionally, all classrooms had

services to students with disabilities and who have a large population of English Language Learners; these districts have large free and reduced lunch populations.

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Additionally, all classrooms have two instructional staff members

two instructional staff members to ensure that at-risk students received additional support. All intervention teachers worked closely with students and teachers to ensure that the needs of each population are met.

In addition, we will continue 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, hosting information sessions at daycare centers, publications, and again advertising on subway billboards and mobile applications while increasing the duration and widening the reach of the advertisements. We have also taken out Spanish language advertisements in local, widely circulated newspapers and continue to revamp our website and our social media outreach.

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Finally, if seats become available during the school year, we back fill seats through our wait list.

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English Language Learners

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Students with Disabilities

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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
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We will send packets to day care centers that include information regarding the school's lottery and academic program as well as our open house dates. At our open house, parents will be 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 fulltime Title I Coordinator and Special Education Coordinator. 5 out of our 7 classrooms are Integrated Co-Teaching classrooms. Each Integrated Co-Teaching classroom had one special education teacher and one general education teacher.

Additionally, all classrooms have two instructional staff members to ensure that at-risk students received additional support. All intervention teachers work closely with students and teachers to ensure that the needs of each population are met.

Additionally, we will continue 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, hosting information sessions at daycare centers, publications, and again advertising on subway billboards and mobile applications while increasing the duration and

and mobile applications while increasing the duration and widening the reach of the advertisements. We have also taken out Spanish language advertisements in local, widely circulated newspapers and continue to revamp our website and our social media outreach.

widening the reach of the advertisements. We have also taken out Spanish language advertisements in widely circulated local newspapers and will continue to revamp our website and our social media outreach.

Finally, if seats become available during the school year, we back fill seats through our wait list.

During the 2019-2020 school year, Sisulu-Walker Charter School sent advertisement packets to day care centers in districts 3, 4, and 5 that provide services to students with disabilities and who have a large population of English Language Learners; these districts have large free and reduced lunch populations.

In the 2021-22 school year, Sisulu-Walker Charter School will send advertisement packets to day care centers in districts 3, 4, and 5 that provide services to students with disabilities and who have a large population of English Language Learners; these districts have large free and reduced lunch populations.

Additionally, Sisulu-Walker Charter School set up information tables at local community centers such as the Dunleavy-Milbank Center that have a high population of students eligible for free and reduced lunch. We also increased our advertising using a combination of local, targeted mobile advertisements, and subway billboards. The packets that were sent to the day care centers included information regarding the school's lottery and academic program as well as

Additionally, Sisulu-Walker Charter School will set up information tables at local community centers such as the Dunleavy-Milbank Center that have a high population of students eligible for free and reduced lunch. We will increase our advertising using a combination of local, targeted mobile advertisements, and subway billboards.

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Students with Disabilities

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 fulltime Title I Coordinator and Special Education Coordinator. 5 out of our 7 classrooms are Integrated Co-Teaching classrooms. Each Integrated Co-Teaching classroom had one special education teacher and one general education teacher. Additionally, all classrooms had two instructional staff members to ensure that at-risk students received additional support. All intervention teachers worked closely with students and teachers to ensure that the needs of each population are met.

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Finally, if seats become available during the school year, we back fill seats through our wait list.

Entry 10 - Teacher and Administrator Attrition

Completed Jul 30 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

In Progress Last edited: Jul 30 2021 Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	3
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	0
Total Category A: 5 or 30% whichever is less	3.0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	0
Total Category B: not to exceed 5	0.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	0
Total Category C: not to exceed 5	0.0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	0

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	16

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	19



Thank you.

Entry 12 Organization Chart

In Progress Last edited: Jul 30 2021 Hidden from applicant

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

[SWCSH Organizational Chart 2021](#)

Filename: SWCSH Organizational Chart 2021.pdf **Size:** 240.6 kB

Entry 13 School Calendar

Completed Jul 30 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

SWCSH 2021-22 School Calendar

Filename: SWCSH 2021 22 School Calendar.pdf **Size:** 218.8 kB

Entry 14 Links to Critical Documents on School Website

Completed Jul 30 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: Sisulu-Walker Charter School of Harlem

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school’s website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://www.sisuluwalker.org/board-governance
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.sisuluwalker.org/board-governance
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.sisuluwalker.org/board-governance
3. Link to NYS School Report Card	https://data.nysed.gov/profile.php?instid=800000047050
4. Lottery Notice announcing date of lottery	https://www.sisuluwalker.org/applynow
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://www.sisuluwalker.org/familyhandbook
6. District-wide Safety Plan	https://www.sisuluwalker.org/familyhandbook
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.sisuluwalker.org/familyhandbook
7. Authorizer-Approved FOIL Policy	https://www.sisuluwalker.org/foilrequests
8. Subject matter list of FOIL records	https://www.sisuluwalker.org/foilrequests

Thank you.



Entry 15 Staff Roster

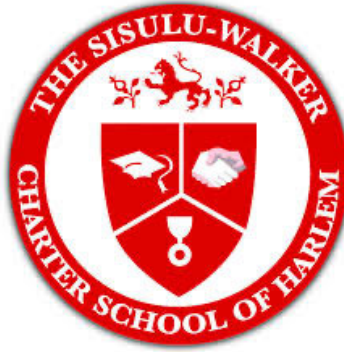
Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



**Sisulu-Walker Charter School
of Harlem**

**2020-21 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By: Michelle Haynes

125 West 115th Street
New York, New York 10026

212-663-8216

INTRODUCTION

Principal Michelle Haynes prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Martez Moore	Chair	Finance, Real Estate, and Grievance
Minnie Goka	Vice Chair	Academic and Grievance
Jeremy Harris	Trustee	Finance and Governance and Legal Affairs
Monique Ware	Trustee	Development
Rita Hanes	Trustee	Academic and Development
Erika Ewing	Trustee	Academic and Development
Joseph Drayton	Trustee	Finance and Grievance

Michelle Haynes has served as Sisulu-Walker Charter School of Harlem principal since 2011.

SCHOOL OVERVIEW

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.

Despite the devastating effect that COVID-19 has had on our community, SWCS, through the concerted effort of our academic and operational teams, was able to meet the educational needs of our students and families. From September 14th-18th we operated under a remote learning model. In-person instruction commenced on September 21st. Using grant funds from multiple sources, as well as funds from our operational budget, SWCS was able to buy a new device for each student for the 2020-2021 academic year. To ensure that there were no issues with electronic devices, each week a technician came to address all performance deficiencies.

We worked with families to ensure that they had access to the free internet which local providers offered to students in response to COVID-19. For students who did not have access to free internet services, we provided hot spots and internet plans. To further address the digital divide, SWCS shifted to paperless instruction with the goal of reducing our reliance on printed materials by at least 75%. This provided students with additional opportunities to become proficient users of different computer programs.

In the 2020-21 school year, Sisulu-Walker provided in person learning for all but one week. During this time the school practiced federal, state, and local safety protocols to ensure our students, their families, and members of the school's staff felt comfortable.

During the 2020-21 academic year, SWCS' English Language Arts period was 180 minutes. 45 minutes for intervention was built into the existing block. We continued to utilize the 45-minute guided reading period to divide students into homogenous groups for targeted skills-based instruction. In addition, the 45 minutes allocated to textual analysis in grades 3-5 was used to provide targeted skills-based instruction based on the results of the *Beginning of Year Assessment* that was given in each grade. We extended the ELA block by 15 minutes to add to

the preexisting 30-minute period allocated for writing, bringing the total time allocated for literacy to 180 minutes each day. In grades K-2, the 45 minutes previously allocated to morning routines and phonics instruction was used to re-teach foundational concepts from the previous grade.

45 minutes per day was allocated to content literacy instruction. Teachers alternated between social studies and science topics with an emphasis on interdisciplinary learning opportunities. In addition, the textual analysis period for grades 3-5 emphasized nonfiction texts that built background knowledge on topics related to novels students read.

Previously, students had special area classes for 90 minutes per day and 60 minutes for lunch and cooperative play. We restructured this time to include additional opportunities for students to engage in computer-based instruction to make up for lost instructional time.

- 45 minutes for lunch (in class to limit the amount of contact that students had with other students throughout the day).
- 45 minutes of physical education. Each class had 45 minutes of physical activity. It was critical that students engaged in some form of physical activity each school day because they were confined to their classrooms.
- 60 minutes of computer-based instruction occurred at the end of each day whether students were in-person or remote (some families opted for remote only instruction). 30 minutes was allocated for English Language Arts and 30 minutes was allocated for Mathematics instruction. Teachers assigned specific tasks for students to complete on MobyMax and/or created tasks for students to complete using Google Classroom.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2016-17	39	32	26	32	54	42	225
2017-18	46	37	35	26	28	48	220
2018-19	30	52	40	40	29	29	220
2019-20	29	31	44	41	36	29	210
2020-21	28	29	32	44	31	38	199

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE 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 SWCS, 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 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 180 minutes. The block is organized into four 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	Text Analysis/Writing
ELA IV	Writing	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 New York State Next Generation Standards.

The Principal and an Instructional Coach (former Assistant Principal) provided coaching to teachers. Teachers were placed in coaching cycles based on the number of years of experience that they have. The cycles were short in duration to start to cycle through all teachers early in the year since teaching in a hybrid format was new to all teachers and many teachers were new to the grade level they taught this year (teachers looped with their classes in order to offer social and emotional support to students and families and to make the transition back to school smoother).

Coaching included the analysis of videos for in-person instruction and observing teachers during remote instruction by joining Zoom sessions. After the first coaching cycle, teachers that required additional support were placed on 6-week coaching cycles for the remainder of the year. Coaching meetings were conducted on Fridays. Written feedback was given to teachers on the day that observations occur.

Cycle I

Cohort	Years of Experience	Timeframe
A	2 years or less	September 14th-October 2nd
B	3-5 years	October 5th -October 23rd
C	5+years	October 26th-November 13th

All teachers regardless of the cohort they were in received ongoing feedback and support. Within the first month of school, all teachers were required to record a lesson for video analysis.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Internally developed

Sisulu-Walker administers *Rally Benchmark Assessments* that are combined with previously released NYS questions in grades 3-5 and teacher generated assessments in grades K-2. Performance level assessments are administered four times a year: at the beginning of the school year, in the winter, in the spring, and at the end of the year.

Interim Assessments in all grades measure reading, writing, and language standards. Tests in grades 3-5 use multiple-choice, short-response, and extended-response questions and all questions are based on close reading of informational and literary texts, including paired texts.

Interim Assessments in grades 3-5 follow the *NYS Testing Blueprint* (see table below) and cover all content that students are supposed to master by the end of the year beginning with the first exam. The exam consists of 6-8 fictional and informational passages. In grades K-2, teachers only include content that has been taught to date. In addition, the exams measure foundational reading skills. K-1 teachers allocate 90 minutes for testing each day. To get a true measure of how students perform in grades 2-5, we mimic NYS testing conditions and as a result, tests are untimed (students must be actively working the entire time). The exams are administered over two consecutive days in all grades. Additionally, in all grades we adhere to IEP and 504 accommodations when administering tests.

Components	Third	Fourth	Fifth
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Passages	6	7	8
Multiple-Choice Questions	24	24	35
Short Response Questions	6	6	6
Extended Response Questions	1	1	1

RESULTS AND EVALUATION

Percentage of Sisulu-Walker Charter School of Harlem Students Achieving Proficiency on the School's English Language Arts Assessment Exam in 2020-21					
Grade	Baseline	Fall	Winter	Spring	EOY
K	N/A	37%	71%	30%	37%
1	61%	82%	46%	46%	43%
2	61%	77%	56%	50%	46%
3	18%	56%	27%	33%	19%
4	3%	44%	41%	17%	11%
5	12%	58%	7%	28%	7%

In the 2020-21 school year, Sisulu-Walker's third and fourth grades had a higher percentage of students achieving proficiency on the end of the year English language arts assessment when compared to the percentage of students achieving proficiency on the baseline assessment. The percentage of third grade students achieving proficiency grew by one percentage point, while in fourth grade the percentage of students achieving proficiency grew by eight points. The school's first, second, and fifth grade experienced a decline in the percentage of students achieving proficiency on the school's English language arts assessment exam between the baseline assessment and the end of year assessment. However, these declines are consistent with reports showing a decline in the proficiency among the student populations the school serves on English language arts assessments in the year and a half of learning affected by COVID-19. *See, e.g., Megan Kuhfeld, et al., Learning During COVID-19: Initial Findings on Students' Reading and Math Achievement and Growth, November 2020, available at <https://www.nwea.org/content/uploads/2020/11/Collaborative-brief-Learning-during-COVID-19.NOV2020.pdf> (finding that declines in English language arts scores were "concentrated disproportionately among Hispanic and Black students . . .").*

Sisulu-Walker Charter School of Harlem Median Raw Score on the School's English Language Arts Assessment Exam in 2020-21					
Grade	Baseline	Fall	Winter	Spring	EOY

K	N/A	30%	85%	67.5%	65%
1	87%	85%	72%	73%	71%
2	76%	75%	75%	78%	68%
3	52.5%	61%	65%	68%	61.5%
4	56%	44%	65%	60%	50%
5	44%	60%	36.5%	53%	51%

The chart above shows the median raw score for each assessment exam Sisulu-Walker administered during the 2020-21 school year. Three of the school's grades, kindergarten, third, and fifth had an increase in the median raw score between the first assessment administered and the end of year assessment. Although the fourth grade's baseline assessment median raw score was higher than the end of year assessment, the end of year median raw score was a six-percentage point improvement over the fourth grade's lowest median raw score, which occurred on the fall assessment.

Sisulu-Walker Charter School of Harlem's Special Education Students' Median Raw Score on the School's English Language Arts Assessment Exam in 2020-21					
Grade	Baseline	Fall	Winter	Spring	EOY
K	N/A	15%	100%	70%	50%
1	80%	65%	68%	48%	50%
2	53%	80%	52.5%	78.5%	64%
3	44%	56%	30%	52.5%	64%
4	28%	28%	45%	35%	37.5%
5	44%	30.5%	30%	32.5%	39%

Sisulu-Walker's special education students in kindergarten, second grade, third grade, and fourth grade all experienced an increase in the median raw score on the English language arts assessment between the first administered exam and the end of year exam. The median raw score in kindergarten improved 35-percentage points between the fall English language arts assessment and the end of year assessment. In the second, third, and fourth grade, the median raw score improved 11, 20, 9.5 percentage points respectively between the baseline English language arts assessment and the end of year assessment. Although the first and fifth grade did not experience an increase in the median raw score between the baseline and end of year English language arts assessment, the median raw score on the end of year assessment was an improvement from each grade's lowest median raw score during the school year; a two-percentage point increase in the first grade and a nine-percentage point increase in the fifth grade.

Levels of Sisulu-Walker Charter School of Harlem on the End of Year English Language Arts Exam Who Tested at Level One on the Baseline Exam						
Grade	Total	Level 1	Level 2	Level 3	Level 4	Not Tested
1	2	0	2	0	0	0
2	3	0	0	2	0	1

3	16	3	8	1	0	4
4	13	5	3	1	0	4
5	22	10	5	1	3	3

Among students testing at level one on the English language arts baseline assessment, a significant number were able to increase their achievement level by the end of year assessment exam. In the first grade, both students who tested at level one had moved up to level two by the end of the year assessment. Similarly, in the second grade, two of the students who previously tested at level one moved up to level three by the end of year assessment and the third second grade student who tested at level one on the baseline did not take the end of year assessment.

Only three of the 16 third grade students testing at level one on the baseline exam remained at that level on the end of year exam, with eight students rising to level two, one raising to level three, and four not taking the end of year exam. Both the fourth and fifth grade had a significant number of students test out of level one between the baseline and end of year assessment exam.

Number of Sisulu-Walker Charter School of Harlem Testing at Each Performance Level on the English Language Arts Exam from the Benchmark Assessment Compared to the End of Year Assessment												
Grade	BOY 1	EOY 1	Diff.	BOY 2	EOY 2	Diff.	BOY 3	EOY 3	Diff.	BOY 4	EOY 4	Diff.
1	2	6	+4	9	9	0	2	6	+4	15	6	-9
2	3	6	+3	7	7	0	11	9	-2	4	2	-2
3	16	10	-6	15	20	5	5	4	-1	2	3	+1
4	13	10	-3	16	14	-2	0	2	-2	1	1	0
5	22	15	-7	8	10	+2	4	2	-2	0	5	+5

The chart above shows the number of students testing at each level on the beginning of the year English language arts baseline assessment compared to the end of year assessment (the green boxes show positive results – a decline in the overall number of students testing a level one and maintaining or increasing the number of students testing at level 2 and above – and the red boxes show negative results – an increase in students testing at level one and a decrease in the number of students testing at levels two through four). The school’s third, fourth, and fifth grades all experienced a decline in the number of students testing at level one between the baseline and end of year assessment. The most impressive gains occurred in the fifth grade, where the number of students testing at level 4, the highest assessment level, increased from zero to five students between the baseline and end of year assessment. Similarly impressive was the increase in first grade students performing at level 3, where there was a four-student increase between the baseline and end of year assessments.

ADDITIONAL CONTEXT AND EVIDENCE

Percentage of Students Enrolled In At least Their Second Year at Sisulu-Walker Charter School of Harlem Testing at Proficiency on the English Language Arts Assessment Exam

Grade	2018-19				2019-20				2020-21			
	Fall	Winter	Spring	EOY	Fall	Winter	Spring	EOY	Fall	Winter	Spring	EOY
K	82.1%	69.0%	72.0%	53.3%	58.6%	60.0%	69.0%	70.4%	37%	71%	30%	37%
1st	71.4%	74.0%	79.2%	78.0%	87.1%	62.5%	77.4%	85.7%	82%	46%	46%	43%
2nd	27.5%	30.0%	28.9%	33.3%	22.7%	50.0%	25.6%	24.4%	77%	56%	50%	46%
3rd	5.3%	5.9%	10.5%	8.8%	5.3%	2.7%	8.6%	13.8%	56%	27%	33%	19%
4th	3.4%	11.1%	11.5%	16.0%	0.0%	17.6%	18.5%	40.0%	44%	41%	17%	11%
5th	3.4%	16.0%	23.1%	40.7%	16.0%	14.8%	28.0%	61.1%	58%	7%	28%	7%

The chart above shows Sisulu-Walker’s English language arts interim assessment results for the last three school years. In the 2020-21 school year, Sisulu-Walker’s kindergarten classes had the same percentage of students testing at proficiency on the first assessment compared to the end of year assessment. Although the percentage of kindergarten students testing at proficiency rose significantly between the fall and winter assessments, those gains were lost between the winter and spring assessment, with the percentage of students performing at proficiency dropping below the fall assessment. Between the spring and end of year assessment, the percentage of Sisulu-Walker’s kindergarten students testing at a proficient level increased seven percentage points, resulting in the same percentage of students testing at proficiency at the beginning of the year and the end of the year.

In the 2020-21 school year, the school’s kindergarten had the lowest percentage of students achieving proficiency on the interim English language arts assessment compared to the kindergarten classes in the previous two years. However, this decline in students achieving proficiency on English language arts assessment exams is consistent with results from other schools during the COVID-19 pandemic. A report released by the federal Department of Education’s Office for Civil Rights found “that the pandemic has negatively affected academic growth, widening pre-existing disparities” and in core subject areas like reading “there are worrisome signs that in some grades students might be falling behind pre-pandemic expectations.” United States Department of Education’s Office of Civil Rights, *Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students*, available at <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>.

When comparing the results of Sisulu-Walker’s 2020-21 end of year English language arts assessment exam to the 2019-20 end of year assessment results, two grades, second and third, experienced an increase in the percentage of students achieving proficiency on the school’s English language arts assessment. The school’s second grade experienced a nearly 22 percentage point increase, while the third grade had an increase of over five percentage points. Similarly, both grades experienced an increase in the percentage of students achieving proficiency on the end of year assessment when comparing the 2020-21 school year with the 2018-19 school year.

Sisulu-Walker students also showed longitudinal growth despite the difficulties that have arose during the COVID-19 pandemic. Looking at the cohort of students who took the fall English language arts assessment in the 2019-20 school year as 2nd graders, the percentage testing at proficiency increased over 22 percentage points when they took the fall assessment as 3rd graders in the 2020-21 school year. Similarly, there was remarkable growth among the cohort of students who took the fall English language arts assessment as 3rd and 4th grade students in the fall of the 2019-20 school year, when they took the fall assessment as 4th and 5th graders in the 2020-21 school year, an increase of nearly 39 and 58 percentage points, respectively, in proficiency. There was also significant growth in those performing at proficiency among these student cohorts from the end of year English language arts assessment in the 2019-20 school year compared to the fall assessment in the 2020-21 school year, increases of 31.6, 30.2, and 18 percentage points respectively. This growth is particularly noteworthy considering the last three months of instruction in the 2019-20 school year was disrupted by uncertainties caused by COVID-19.

While the school's kindergarten, first, fourth, and fifth grades experienced declines in the percentage of students achieving proficiency on the English language arts exam between the 2019-20 and 2020-21 school years, as noted above, the COVID-19 pandemic has had detrimental effects on student achievement, particularly among the student population Sisulu-Walker serves. "[A]cademic progress for students of color appears to 'have been disproportionately impacted by the pandemic.'" United States Department of Education's Office of Civil Rights, *Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students*, at p. 5, available at <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>. Indeed, a report for Renaissance Star issued in the middle of the 2020-21 school year noted, "[S]tudents of color were even further from meeting pre-pandemic growth expectations that they were in the beginning of the school year," warning, "'students with slower-than-typical within-year growth rates' . . . were all disproportionately 'at-risk for falling farther behind.'" *Id.* at pp. 16-17.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

In the 2020-21 school year, Sisulu-Walker showed impressive results on its internally developed English language arts assessment, given the complications that have arose in the last 18-months because of the COVID-19 pandemic. Because the school develops its own assessment exam, it is not possible to compare the school's results to other schools. However, beginning in the 2021-22 school year, the school will begin administering i-Ready assessment exams. This will allow the school to measure its growth in English language arts against nationwide norms.

ACTION PLAN

Each class will have three team members assigned to the class. An assistant teacher will be assigned to kindergarten and intervention teachers will be assigned to grades 1-5. The additional team member in each class will allow us to provide targeted intervention to students in small groups and more individualized instruction. The benefits of having two teachers and an

additional team member to provide academic support in a classroom cannot be understated. Some benefits include:

- Increased options for flexible grouping of students.
- Help in classroom and lesson preparation.
- Help with classroom management.
- Reduced student/teacher ratio.
- Increased instructional options for all students.
- Diversity of instructional styles.
- Greater student engagement time and levels of participation.

We will continue to allocate 180 minutes for English Language Arts instruction and will not revert to the pre-pandemic time allocation of 165 minutes. The priority will be to provide instruction in small groups instead of teaching to the whole class. We will also continue to allocate 30 additional minutes for computer-based intervention in place of having a traditional specials period during study hall. At this time, students will receive individualized instruction using i-Ready.

We will have a Dean of Academics to work closely with teachers to use data from i-Ready and internally developed assessments (we will continue to develop our own tests in addition to using i-Ready) to address instructional gaps. In addition, our afterschool program will be open to students in all grades and will run for 160 days. During afterschool, students will receive literacy support in small groups or individually.

GOAL 2: MATHEMATICS ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving

BACKGROUND

At Sisulu-Walker, 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. 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 are 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 discussion 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 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 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.

Our math block is 90 minutes. Teachers taught new content during the first 45 minutes and retaught concepts during the second half of the block. A *Bridge Unit* for the month of September was generated using the priority standards from the previous grade as well as the standards that were taught during the remote learning period during the 2019-20 academic year in grades 1-5. At the end of September, students took an assessment that measured their proficiency on standards from the *Bridge Unit*. Thereafter, students were divided into groups for 15 minutes each during the re-teach block. At that time, priority standards from the *Bridge Unit* and new concepts from grade-level standards were retaught to specific groups of students based on the data collected from the *Beginning of Year Assessment* and exit tickets from daily lessons. 30 minutes were added to instruction by taking 30 minutes previously allocated to the Study Hall period. At that time, students utilized the MobyMax program for individualized instruction in addition to other assignments generated by teachers.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Internally developed

Sisulu-Walker administers *Rally Benchmark Assessments* combined with previously released NYS test questions. Performance level assessments are administered four times a year: at the beginning of the school year, in the winter, in the spring, and at the end of the year.

In all grades, students are required to apply mathematical understandings and mathematical practices gained in the classroom to answer three types of questions: multiple-choice, short-response, and extended-response. All questions are aligned to NYS math standards.

Interim Assessments in grades 3-5 follow the *NYS Testing Blueprint* (see table below) . In each grade, the exams cover content that has been taught to date. K-1 teachers allocate 90 minutes for testing each day. In order to get a true measure of how students perform in grades 2-5, we mimic NYS testing conditions and as a result, tests are untimed (students must be actively working the entire time). The exams are administered over two consecutive days in all grades. Additionally, in all grades we adhere to IEP and 504 accommodations when administering tests.

Components	Third	Fourth	Fifth
Multiple-Choice Questions	33	38	38
Short Response Questions	6	6	6
Extended Response Questions	1	1	1

RESULTS AND EVALUATION

Percentage of Sisulu-Walker Charter School of Harlem Students Achieving Proficiency on the School's Mathematics Assessment Exam in 2020-21					
Grade	Baseline	Fall	Winter	Spring	EOY
K	N/A	54%	68%	68%	72%
1	52%	33%	67%	44%	56%
2	69%	62%	67%	63%	72%
3	35%	27%	17%	17%	5%
4	0%	14%	17%	25%	22%
5	9%	16%	10%	19%	12%

In the 2020-21 school year, Sisulu-Walker's first, second, fourth, and fifth grades had a higher percentage of students achieving proficiency on the end of the year mathematics assessment exam compared to the percentage of students achieving proficiency on the baseline assessment. The percentage of first grade students achieving proficiency grew by four points, the percentage of second grade students achieving proficiency grew by three points, the percentage of fourth grade students achieving proficiency grew by 22 points, and the percentage of fifth grade students achieving proficiency grew by three points. Between the fall and end of year assessment, the percentage of kindergarten students achieving proficiency on the mathematics assessment grew by 18-percentage points.

While the school did experience a decline in the percentage of third grade students achieving proficiency in mathematics between the baseline and end of year assessment, the school's overall results are impressive when considering reports that have shown a decline in the number of students achieving proficiency in mathematics, specifically among the student populations the school serves, in the year and a half of learning that has been affected by COVID-19. Megan Kuhfeld, et al., *Learning During COVID-19: Initial Findings on Students' Reading and Math Achievement and Growth*, Nov. 2020, available at: <https://www.nwea.org/content/uploads/2020/11/Collaborative-brief-Learning-during-COVID-19.NOV2020.pdf> (In math "[S]tudent achievement was 5 to 10 percentile points lower than the pre-COVID-19 performance by same-grade students last fall, and students showed lower growth in math across grades 3 to 8 relative to peers in the previous, more typical year.")

Sisulu-Walker Charter School of Harlem Median Raw Score on the School's Mathematics Assessment Exam in 2020-21					
Grade	Baseline	Fall	Winter	Spring	EOY
K	N/A	80%	82.5%	75%	85%
1	79%	60%	85%	69%	73%
2	86%	80%	90%	80%	85%
3	70%	71%	51%	48%	53%
4	35%	60%	60%	52.5%	44%
5	32%	46%	51%	48%	46%

The chart above shows the median raw score for each assessment exam Sisulu-Walker administered during the 2020-21 school year. Three of the school's grades, kindergarten, fourth, and fifth had an increase in the median raw score between the first assessment taken and the end of year assessment. Although the first and second grade baseline assessment median raw score was higher than the end of year assessment, the end of year median raw score was higher than the lowest median raw score in each grade during the 2020-21 school year, thirteen and five percentage points, respectively.

Sisulu-Walker Charter School of Harlem's Students with Disabilities' Median Raw Score on the School's Mathematics Assessment Exam in 2020-21					
Grade	Baseline	Fall	Winter	Spring	EOY
K	N/A	80%	80%	75%	75%
1	64%	45%	79%	63%	58%
2	83%	80%	75%	92.5%	67.5%
3	67%	65%	45.5%	38%	48.5%
4	30%	45%	24.5%	28.5%	33%
5	21%	42%	34%	33%	39%

Among Sisulu-Walker's fourth and fifth grade students with disabilities population, there was an increase in the median raw score on the mathematics assessment between the first administered exam and the end of year exam. The median raw score in fourth grade students with disabilities increased three percentage points between the baseline mathematics assessment and the end of year assessment. In the fifth grade, the median raw score improved 18 percentage points between the baseline mathematics assessment and the end of year assessment among students with disabilities. Although students with disabilities in the first and third grades did not experience an increase in the median raw score between the baseline and end of year mathematics assessment, the median raw score on the end of year assessment was an improvement from the lowest median raw score each grade scored during the school year; a 13-percentage point increase in the first grade and a nine-and-a-half-percentage point increase in the third grade.

Levels of Sisulu-Walker Charter School of Harlem on the End of Year Mathematics Exam Who Tested at Level One on the Baseline Exam						
Grade	Total	Level 1	Level 2	Level 3	Level 4	Not Tested
1	3	0	2	0	1	0
2	1	0	0	0	0	1
3	10	6	2	0	0	2
4	21	10	5	1	1	4
5	26	13	5	1	1	6

Among students testing at level one on the mathematics baseline assessment, a significant number were able to increase their achievement level by the end of year assessment exam. In the first grade, all three students who tested at level one increased levels by the end of the year, two to level

two and one to level four. In the fourth grade of the 21 students who tested at level one on the baseline assessment, by the end of year assessment five tested at level two, one tested at level three, and one tested at level four. In the fifth grade of the 26 students who tested at level one on the baseline assessment, by the end of year assessment five tested at level two, one tested at level three, and one tested at level four.

Number of Sisulu-Walker Charter School of Harlem Testing at Each Performance Level on the Mathematics Exam from the Benchmark Assessment Compared to the End of Year Assessment

Grade	BOY 1	EOY 1	Diff.	BOY 2	EOY 2	Diff.	BOY 3	EOY 3	Diff.	BOY 4	EOY 4	Diff.
1	3	2	-1	10	10	0	4	3	-1	10	12	+2
2	1	3	+2	7	4	-3	3	5	-2	15	13	-2
3	10	14	+4	16	22	+6	5	2	-3	9	0	-9
4	21	13	-8	10	8	-2	0	4	+4	0	2	+2
5	26	16	-10	3	7	+4	3	1	-2	0	2	+2

The chart above shows the number of students testing at each level on the beginning of the year mathematics baseline assessment compared to the end of year assessment (the green boxes show positive results – a decline in the overall number of students testing a level one and maintaining or increasing the number of students testing at level 2 and above – and the red boxes show negative results – an increase in students testing at level one and a decrease in the number of students testing at levels two through four). The school’s first, fourth, and fifth grades all experienced a decline in the number of students testing at level one between the baseline and end of year assessment. The most impressive gains occurred in the third grade, where the number of students testing at level two increased from 16 to 22 students between the baseline and end of year assessment. Similarly impressive was the increase in fifth grade students testing at level 2 and fourth grade students testing at level three, where there was a four-student increase between the baseline and end of year assessments at each grade level.

ADDITIONAL CONTEXT AND EVIDENCE

Sisulu-Walker Charter School of Harlem Interim Assessment Data – Percentage of Students Testing at Proficiency in Mathematics

Grade	2018-19				2019-20				2020-21			
	Fall	Winter	Spring	EOY	Fall	Winter	Spring	EOY	Fall	Winter	Spring	EOY
K	93.1%	92.9%	93.1%	92.9%	93.1%	92.9%	93.1%	66.7%	70%	68%	68%	72%
1st	62.7%	87.0%	62.7%	87.0%	62.7%	87.0%	62.7%	88.2%	64%	67%	44%	56%
2nd	56.4%	40.0%	56.4%	40.0%	56.4%	40.0%	56.4%	37.1%	72%	67%	63%	72%
3rd	24.4%	13.9%	24.4%	13.9%	24.4%	13.9%	24.4%	17.1%	69%	17%	17%	5%
4th	33.3%	11.5%	33.3%	11.5%	33.3%	11.5%	33.3%	36.0%	54%	17%	25%	22%
5th	41.4%	39.1%	41.4%	39.1%	41.4%	39.1%	41.4%	53.6%	49%	10%	19%	12%

The chart above shows the results of Sisulu-Walker’s mathematics interim assessments for the last three school years. In the 2020-21 school year, the school’s kindergarten experienced a two-percentage point increase in students testing at proficiency between the fall and end of year mathematics assessment and the percentage of second grade students achieving proficiency did not change from the fall assessment compared to the end of year assessment. When comparing the end of year assessments from the 2020-21 school year to the 2019-20 school year, there was an increase in proficiency in kindergarten and second grade. Additionally, the percentage of students achieving proficiency in the cohort of students who took the end of year assessment as third graders in the 2019-20 school year increased nearly five percentage points when they took the end of year assessment as fourth graders in the 2020-21 school year. However, given reports that have been issued on academic achievement during COVID-19 instruction, the school’s mathematics results are particularly impressive. United States Department of Education’s Office of Civil Rights, *Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students*, available at <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>. (“This and other early reports suggest that trends may vary by subject, with math skills generally slipping more than reading, perhaps substantially so.”).

Indeed, a July 2021 report by McKinsey & Company found that on average, the pandemic left students five months behind in math. The report further noted that “The pandemic widened preexisting opportunity and achievement gaps, hitting historically disadvantaged students hardest. In math, students in majority Black schools ended the year with six months of unfinished learning, students in low-income schools with seven.” McKinsey & Company, *COVID-19 and Education: The Lingering Effects of Unfinished Learning*, July 27, 2021, available at <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning>.

Sisulu-Walker students showed longitudinal growth despite the difficulties that have arose during the COVID-19 pandemic. Looking at the cohort of students who took the fall mathematics assessment in the 2019-20 school year as 2nd graders, the percentage testing at proficiency increased nearly 13 percentage points when they took the fall assessment as 3rd graders in the 2020-21 school year. Similarly, there was remarkable growth among the cohort of students who took the fall mathematics assessment as 3rd and 4th grade students in the fall of the 2019-20 school year, when they took the fall assessment as 4th and 5th graders in the 2020-21 school year, an increase of nearly 19.6 and 15.7 percentage points, respectively, in proficiency. There was also significant growth in those performing at proficiency among these student cohorts from the end of year mathematics assessment in the 2019-20 school year compared to the fall assessment in the 2020-21 school year, increases of 31.9, 36.9, and 13 percentage points respectively. This growth is particularly noteworthy considering the last three months of instruction in the 2019-20 school year was disrupted by uncertainties caused by COVID-19.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

In the 2020-21 school year, Sisulu-Walker showed impressive results on its internal mathematics assessment, given the complications that have arose in the last 18-months because of the COVID-

19 pandemic. Because the school develops its own assessment exam, it is not possible to compare the school's results to other schools. However, beginning in the 2021-22 school year, the school will begin administering i-Ready assessment exams. This will allow the school to measure its growth in mathematics against nationwide results.

ACTION PLAN

An analysis of the grade-level standards for each grade was conducted. Teachers and the new Dean of Academics determined the priority standards for *Mathematics*. The priority standards were used to create a reteach unit for grades 1-5 for mathematics that will be used during the intervention period to ensure that the scope and sequence for each grade level can be covered (there will be a new content and reteach block).

Our math block is 90 minutes. Teachers will teach new content during the first 45 minutes and re-teach concepts during the second half of the block. The *Bridge Unit* that will be taught during the month of September was generated using the priority standards from the previous grade for review and to combat the infamous summer slide. At the end of September, students will take an assessment that will measure their proficiency of standards from the *Bridge Unit*. Thereafter, students will be divided into groups for 15 minutes each during the re-teach block. At this time, priority standards from the *Bridge Unit* and new concepts from grade-level standards will be retaught to specific groups of students based on the data collected from the *Beginning of Year Assessment* and exit tickets from daily lessons. In addition, 30 of the 60 minutes allocated for study hall (asynchronistic learning) at the end of the day will be used to provide students with targeted math intervention using i-Ready and other resources.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

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

BACKGROUND

Sisulu-Walker 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 Next Generation Standards. All grade levels start with a unit on inquiry followed by three to four 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. We further support scientific understanding by reading and writing about science content as part of the science block. In addition to 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.

METHOD

Sisulu-Walker does not administer interim assessments in science. As a result, this assessment cannot be measured for the 2020-21 school year.

RESULTS AND EVALUATION

Sisulu-Walker does not administer interim assessments in science. As a result, this assessment cannot be measured for the 2020-21 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Sisulu-Walker does not administer interim assessments in science. As a result, this assessment cannot be measured for the 2020-21 school year.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Sisulu-Walker does not administer interim assessments in science. As a result, this assessment cannot be measured for the 2020-21 school year.

ACTION PLAN

Sisulu-Walker Charter School of Harlem will begin administering end of unit assessments in science for all grades. In addition, we will administer a science exam in the spring to fourth grade students using previously published science test questions for the written test only since they will take the science exam as fifth graders the following year. To address the performance component of the exam, we will provide opportunities for students to participate in science experiments throughout the year using a station teaching format.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned

for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements.

Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

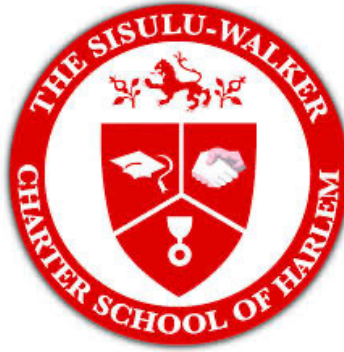
The school met its goal of good standing for the 2020-21 school year.

ADDITIONAL EVIDENCE

Sisulu-Walker has been in good standing in each of the last three school years.

Accountability Status by Year

Year	Status
2018-19	Good standing
2019-20	Good standing
2020-21	Good standing



**Sisulu-Walker Charter School
of Harlem**

**2020-21 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By: Michelle Haynes

125 West 115th Street
New York, New York 10026

212-663-8216

INTRODUCTION

Principal Michelle Haynes prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Martez Moore	Chair	Finance, Real Estate, and Grievance
Minnie Goka	Vice Chair	Academic and Grievance
Jeremy Harris	Trustee	Finance and Governance and Legal Affairs
Monique Ware	Trustee	Development
Rita Hanes	Trustee	Academic and Development
Erika Ewing	Trustee	Academic and Development
Joseph Drayton	Trustee	Finance and Grievance

Michelle Haynes has served as Sisulu-Walker Charter School of Harlem principal since 2011.

SCHOOL OVERVIEW

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.

Despite the devastating effect that COVID-19 has had on our community, SWCS, through the concerted effort of our academic and operational teams, was able to meet the educational needs of our students and families. From September 14th-18th we operated under a remote learning model. In-person instruction commenced on September 21st. Using grant funds from multiple sources, as well as funds from our operational budget, SWCS was able to buy a new device for each student for the 2020-2021 academic year. To ensure that there were no issues with electronic devices, each week a technician came to address all performance deficiencies.

We worked with families to ensure that they had access to the free internet which local providers offered to students in response to COVID-19. For students who did not have access to free internet services, we provided hot spots and internet plans. To further address the digital divide, SWCS shifted to paperless instruction with the goal of reducing our reliance on printed materials by at least 75%. This provided students with additional opportunities to become proficient users of different computer programs.

In the 2020-21 school year, Sisulu-Walker provided in person learning for all but one week. During this time the school practiced federal, state, and local safety protocols to ensure our students, their families, and members of the school's staff felt comfortable.

During the 2020-21 academic year, SWCS' English Language Arts period was 180 minutes. 45 minutes for intervention was built into the existing block. We continued to utilize the 45-minute guided reading period to divide students into homogenous groups for targeted skills-based instruction. In addition, the 45 minutes allocated to textual analysis in grades 3-5 was used to provide targeted skills-based instruction based on the results of the *Beginning of Year Assessment* that was given in each grade. We extended the ELA block by 15 minutes to add to

the preexisting 30-minute period allocated for writing, bringing the total time allocated for literacy to 180 minutes each day. In grades K-2, the 45 minutes previously allocated to morning routines and phonics instruction was used to re-teach foundational concepts from the previous grade.

45 minutes per day was allocated to content literacy instruction. Teachers alternated between social studies and science topics with an emphasis on interdisciplinary learning opportunities. In addition, the textual analysis period for grades 3-5 emphasized nonfiction texts that built background knowledge on topics related to novels students read.

Previously, students had special area classes for 90 minutes per day and 60 minutes for lunch and cooperative play. We restructured this time to include additional opportunities for students to engage in computer-based instruction to make up for lost instructional time.

- 45 minutes for lunch (in class to limit the amount of contact that students had with other students throughout the day).
- 45 minutes of physical education. Each class had 45 minutes of physical activity. It was critical that students engaged in some form of physical activity each school day because they were confined to their classrooms.
- 60 minutes of computer-based instruction occurred at the end of each day whether students were in-person or remote (some families opted for remote only instruction). 30 minutes was allocated for English Language Arts and 30 minutes was allocated for Mathematics instruction. Teachers assigned specific tasks for students to complete on MobyMax and/or created tasks for students to complete using Google Classroom.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2016-17	39	32	26	32	54	42	225
2017-18	46	37	35	26	28	48	220
2018-19	30	52	40	40	29	29	220
2019-20	29	31	44	41	36	29	210
2020-21	28	29	32	44	31	38	199

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE 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 SWCS, 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 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 180 minutes. The block is organized into four 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	Text Analysis/Writing
ELA IV	Writing	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 New York State Next Generation Standards.

The Principal and an Instructional Coach (former Assistant Principal) provided coaching to teachers. Teachers were placed in coaching cycles based on the number of years of experience that they have. The cycles were short in duration to start to cycle through all teachers early in the year since teaching in a hybrid format was new to all teachers and many teachers were new to the grade level they taught this year (teachers looped with their classes in order to offer social and emotional support to students and families and to make the transition back to school smoother).

Coaching included the analysis of videos for in-person instruction and observing teachers during remote instruction by joining Zoom sessions. After the first coaching cycle, teachers that required additional support were placed on 6-week coaching cycles for the remainder of the year. Coaching meetings were conducted on Fridays. Written feedback was given to teachers on the day that observations occur.

Cycle I

Cohort	Years of Experience	Timeframe
A	2 years or less	September 14th-October 2nd
B	3-5 years	October 5th -October 23rd
C	5+years	October 26th-November 13th

All teachers regardless of the cohort they were in received ongoing feedback and support. Within the first month of school, all teachers were required to record a lesson for video analysis.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Internally developed

Sisulu-Walker administers *Rally Benchmark Assessments* that are combined with previously released NYS questions in grades 3-5 and teacher generated assessments in grades K-2. Performance level assessments are administered four times a year: at the beginning of the school year, in the winter, in the spring, and at the end of the year.

Interim Assessments in all grades measure reading, writing, and language standards. Tests in grades 3-5 use multiple-choice, short-response, and extended-response questions and all questions are based on close reading of informational and literary texts, including paired texts.

Interim Assessments in grades 3-5 follow the *NYS Testing Blueprint* (see table below) and cover all content that students are supposed to master by the end of the year beginning with the first exam. The exam consists of 6-8 fictional and informational passages. In grades K-2, teachers only include content that has been taught to date. In addition, the exams measure foundational reading skills. K-1 teachers allocate 90 minutes for testing each day. To get a true measure of how students perform in grades 2-5, we mimic NYS testing conditions and as a result, tests are untimed (students must be actively working the entire time). The exams are administered over two consecutive days in all grades. Additionally, in all grades we adhere to IEP and 504 accommodations when administering tests.

Components	Third	Fourth	Fifth
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Passages	6	7	8
Multiple-Choice Questions	24	24	35
Short Response Questions	6	6	6
Extended Response Questions	1	1	1

RESULTS AND EVALUATION

Percentage of Sisulu-Walker Charter School of Harlem Students Achieving Proficiency on the School's English Language Arts Assessment Exam in 2020-21					
Grade	Baseline	Fall	Winter	Spring	EOY
K	N/A	37%	71%	30%	37%
1	61%	82%	46%	46%	43%
2	61%	77%	56%	50%	46%
3	18%	56%	27%	33%	19%
4	3%	44%	41%	17%	11%
5	12%	58%	7%	28%	7%

In the 2020-21 school year, Sisulu-Walker's third and fourth grades had a higher percentage of students achieving proficiency on the end of the year English language arts assessment when compared to the percentage of students achieving proficiency on the baseline assessment. The percentage of third grade students achieving proficiency grew by one percentage point, while in fourth grade the percentage of students achieving proficiency grew by eight points. The school's first, second, and fifth grade experienced a decline in the percentage of students achieving proficiency on the school's English language arts assessment exam between the baseline assessment and the end of year assessment. However, these declines are consistent with reports showing a decline in the proficiency among the student populations the school serves on English language arts assessments in the year and a half of learning affected by COVID-19. *See, e.g., Megan Kuhfeld, et al., Learning During COVID-19: Initial Findings on Students' Reading and Math Achievement and Growth, November 2020, available at <https://www.nwea.org/content/uploads/2020/11/Collaborative-brief-Learning-during-COVID-19.NOV2020.pdf> (finding that declines in English language arts scores were "concentrated disproportionately among Hispanic and Black students . . .").*

Sisulu-Walker Charter School of Harlem Median Raw Score on the School's English Language Arts Assessment Exam in 2020-21					
Grade	Baseline	Fall	Winter	Spring	EOY

K	N/A	30%	85%	67.5%	65%
1	87%	85%	72%	73%	71%
2	76%	75%	75%	78%	68%
3	52.5%	61%	65%	68%	61.5%
4	56%	44%	65%	60%	50%
5	44%	60%	36.5%	53%	51%

The chart above shows the median raw score for each assessment exam Sisulu-Walker administered during the 2020-21 school year. Three of the school's grades, kindergarten, third, and fifth had an increase in the median raw score between the first assessment administered and the end of year assessment. Although the fourth grade's baseline assessment median raw score was higher than the end of year assessment, the end of year median raw score was a six-percentage point improvement over the fourth grade's lowest median raw score, which occurred on the fall assessment.

Sisulu-Walker Charter School of Harlem's Special Education Students' Median Raw Score on the School's English Language Arts Assessment Exam in 2020-21					
Grade	Baseline	Fall	Winter	Spring	EOY
K	N/A	15%	100%	70%	50%
1	80%	65%	68%	48%	50%
2	53%	80%	52.5%	78.5%	64%
3	44%	56%	30%	52.5%	64%
4	28%	28%	45%	35%	37.5%
5	44%	30.5%	30%	32.5%	39%

Sisulu-Walker's special education students in kindergarten, second grade, third grade, and fourth grade all experienced an increase in the median raw score on the English language arts assessment between the first administered exam and the end of year exam. The median raw score in kindergarten improved 35-percentage points between the fall English language arts assessment and the end of year assessment. In the second, third, and fourth grade, the median raw score improved 11, 20, 9.5 percentage points respectively between the baseline English language arts assessment and the end of year assessment. Although the first and fifth grade did not experience an increase in the median raw score between the baseline and end of year English language arts assessment, the median raw score on the end of year assessment was an improvement from each grade's lowest median raw score during the school year; a two-percentage point increase in the first grade and a nine-percentage point increase in the fifth grade.

Levels of Sisulu-Walker Charter School of Harlem on the End of Year English Language Arts Exam Who Tested at Level One on the Baseline Exam						
Grade	Total	Level 1	Level 2	Level 3	Level 4	Not Tested
1	2	0	2	0	0	0
2	3	0	0	2	0	1

3	16	3	8	1	0	4
4	13	5	3	1	0	4
5	22	10	5	1	3	3

Among students testing at level one on the English language arts baseline assessment, a significant number were able to increase their achievement level by the end of year assessment exam. In the first grade, both students who tested at level one had moved up to level two by the end of the year assessment. Similarly, in the second grade, two of the students who previously tested at level one moved up to level three by the end of year assessment and the third second grade student who tested at level one on the baseline did not take the end of year assessment.

Only three of the 16 third grade students testing at level one on the baseline exam remained at that level on the end of year exam, with eight students rising to level two, one raising to level three, and four not taking the end of year exam. Both the fourth and fifth grade had a significant number of students test out of level one between the baseline and end of year assessment exam.

Number of Sisulu-Walker Charter School of Harlem Testing at Each Performance Level on the English Language Arts Exam from the Benchmark Assessment Compared to the End of Year Assessment												
Grade	BOY 1	EOY 1	Diff.	BOY 2	EOY 2	Diff.	BOY 3	EOY 3	Diff.	BOY 4	EOY 4	Diff.
1	2	6	+4	9	9	0	2	6	+4	15	6	-9
2	3	6	+3	7	7	0	11	9	-2	4	2	-2
3	16	10	-6	15	20	5	5	4	-1	2	3	+1
4	13	10	-3	16	14	-2	0	2	-2	1	1	0
5	22	15	-7	8	10	+2	4	2	-2	0	5	+5

The chart above shows the number of students testing at each level on the beginning of the year English language arts baseline assessment compared to the end of year assessment (the green boxes show positive results – a decline in the overall number of students testing a level one and maintaining or increasing the number of students testing at level 2 and above – and the red boxes show negative results – an increase in students testing at level one and a decrease in the number of students testing at levels two through four). The school’s third, fourth, and fifth grades all experienced a decline in the number of students testing at level one between the baseline and end of year assessment. The most impressive gains occurred in the fifth grade, where the number of students testing at level 4, the highest assessment level, increased from zero to five students between the baseline and end of year assessment. Similarly impressive was the increase in first grade students performing at level 3, where there was a four-student increase between the baseline and end of year assessments.

ADDITIONAL CONTEXT AND EVIDENCE

Percentage of Students Enrolled In At least Their Second Year at Sisulu-Walker Charter School of Harlem Testing at Proficiency on the English Language Arts Assessment Exam

Grade	2018-19				2019-20				2020-21			
	Fall	Winter	Spring	EOY	Fall	Winter	Spring	EOY	Fall	Winter	Spring	EOY
K	82.1%	69.0%	72.0%	53.3%	58.6%	60.0%	69.0%	70.4%	37%	71%	30%	37%
1st	71.4%	74.0%	79.2%	78.0%	87.1%	62.5%	77.4%	85.7%	82%	46%	46%	43%
2nd	27.5%	30.0%	28.9%	33.3%	22.7%	50.0%	25.6%	24.4%	77%	56%	50%	46%
3rd	5.3%	5.9%	10.5%	8.8%	5.3%	2.7%	8.6%	13.8%	56%	27%	33%	19%
4th	3.4%	11.1%	11.5%	16.0%	0.0%	17.6%	18.5%	40.0%	44%	41%	17%	11%
5th	3.4%	16.0%	23.1%	40.7%	16.0%	14.8%	28.0%	61.1%	58%	7%	28%	7%

The chart above shows Sisulu-Walker’s English language arts interim assessment results for the last three school years. In the 2020-21 school year, Sisulu-Walker’s kindergarten classes had the same percentage of students testing at proficiency on the first assessment compared to the end of year assessment. Although the percentage of kindergarten students testing at proficiency rose significantly between the fall and winter assessments, those gains were lost between the winter and spring assessment, with the percentage of students performing at proficiency dropping below the fall assessment. Between the spring and end of year assessment, the percentage of Sisulu-Walker’s kindergarten students testing at a proficient level increased seven percentage points, resulting in the same percentage of students testing at proficiency at the beginning of the year and the end of the year.

In the 2020-21 school year, the school’s kindergarten had the lowest percentage of students achieving proficiency on the interim English language arts assessment compared to the kindergarten classes in the previous two years. However, this decline in students achieving proficiency on English language arts assessment exams is consistent with results from other schools during the COVID-19 pandemic. A report released by the federal Department of Education’s Office for Civil Rights found “that the pandemic has negatively affected academic growth, widening pre-existing disparities” and in core subject areas like reading “there are worrisome signs that in some grades students might be falling behind pre-pandemic expectations.” United States Department of Education’s Office of Civil Rights, *Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students*, available at <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>.

When comparing the results of Sisulu-Walker’s 2020-21 end of year English language arts assessment exam to the 2019-20 end of year assessment results, two grades, second and third, experienced an increase in the percentage of students achieving proficiency on the school’s English language arts assessment. The school’s second grade experienced a nearly 22 percentage point increase, while the third grade had an increase of over five percentage points. Similarly, both grades experienced an increase in the percentage of students achieving proficiency on the end of year assessment when comparing the 2020-21 school year with the 2018-19 school year.

Sisulu-Walker students also showed longitudinal growth despite the difficulties that have arose during the COVID-19 pandemic. Looking at the cohort of students who took the fall English language arts assessment in the 2019-20 school year as 2nd graders, the percentage testing at proficiency increased over 22 percentage points when they took the fall assessment as 3rd graders in the 2020-21 school year. Similarly, there was remarkable growth among the cohort of students who took the fall English language arts assessment as 3rd and 4th grade students in the fall of the 2019-20 school year, when they took the fall assessment as 4th and 5th graders in the 2020-21 school year, an increase of nearly 39 and 58 percentage points, respectively, in proficiency. There was also significant growth in those performing at proficiency among these student cohorts from the end of year English language arts assessment in the 2019-20 school year compared to the fall assessment in the 2020-21 school year, increases of 31.6, 30.2, and 18 percentage points respectively. This growth is particularly noteworthy considering the last three months of instruction in the 2019-20 school year was disrupted by uncertainties caused by COVID-19.

While the school's kindergarten, first, fourth, and fifth grades experienced declines in the percentage of students achieving proficiency on the English language arts exam between the 2019-20 and 2020-21 school years, as noted above, the COVID-19 pandemic has had detrimental effects on student achievement, particularly among the student population Sisulu-Walker serves. "[A]cademic progress for students of color appears to 'have been disproportionately impacted by the pandemic.'" United States Department of Education's Office of Civil Rights, *Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students*, at p. 5, available at <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>. Indeed, a report for Renaissance Star issued in the middle of the 2020-21 school year noted, "[S]tudents of color were even further from meeting pre-pandemic growth expectations that they were in the beginning of the school year," warning, "'students with slower-than-typical within-year growth rates' . . . were all disproportionately 'at-risk for falling farther behind.'" *Id.* at pp. 16-17.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

In the 2020-21 school year, Sisulu-Walker showed impressive results on its internally developed English language arts assessment, given the complications that have arose in the last 18-months because of the COVID-19 pandemic. Because the school develops its own assessment exam, it is not possible to compare the school's results to other schools. However, beginning in the 2021-22 school year, the school will begin administering i-Ready assessment exams. This will allow the school to measure its growth in English language arts against nationwide norms.

ACTION PLAN

Each class will have three team members assigned to the class. An assistant teacher will be assigned to kindergarten and intervention teachers will be assigned to grades 1-5. The additional team member in each class will allow us to provide targeted intervention to students in small groups and more individualized instruction. The benefits of having two teachers and an

additional team member to provide academic support in a classroom cannot be understated. Some benefits include:

- Increased options for flexible grouping of students.
- Help in classroom and lesson preparation.
- Help with classroom management.
- Reduced student/teacher ratio.
- Increased instructional options for all students.
- Diversity of instructional styles.
- Greater student engagement time and levels of participation.

We will continue to allocate 180 minutes for English Language Arts instruction and will not revert to the pre-pandemic time allocation of 165 minutes. The priority will be to provide instruction in small groups instead of teaching to the whole class. We will also continue to allocate 30 additional minutes for computer-based intervention in place of having a traditional specials period during study hall. At this time, students will receive individualized instruction using i-Ready.

We will have a Dean of Academics to work closely with teachers to use data from i-Ready and internally developed assessments (we will continue to develop our own tests in addition to using i-Ready) to address instructional gaps. In addition, our afterschool program will be open to students in all grades and will run for 160 days. During afterschool, students will receive literacy support in small groups or individually.

GOAL 2: MATHEMATICS ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving

BACKGROUND

At Sisulu-Walker, 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. 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 are 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 discussion 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 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 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.

Our math block is 90 minutes. Teachers taught new content during the first 45 minutes and retaught concepts during the second half of the block. A *Bridge Unit* for the month of September was generated using the priority standards from the previous grade as well as the standards that were taught during the remote learning period during the 2019-20 academic year in grades 1-5. At the end of September, students took an assessment that measured their proficiency on standards from the *Bridge Unit*. Thereafter, students were divided into groups for 15 minutes each during the re-teach block. At that time, priority standards from the *Bridge Unit* and new concepts from grade-level standards were retaught to specific groups of students based on the data collected from the *Beginning of Year Assessment* and exit tickets from daily lessons. 30 minutes were added to instruction by taking 30 minutes previously allocated to the Study Hall period. At that time, students utilized the MobyMax program for individualized instruction in addition to other assignments generated by teachers.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Internally developed

Sisulu-Walker administers *Rally Benchmark Assessments* combined with previously released NYS test questions. Performance level assessments are administered four times a year: at the beginning of the school year, in the winter, in the spring, and at the end of the year.

In all grades, students are required to apply mathematical understandings and mathematical practices gained in the classroom to answer three types of questions: multiple-choice, short-response, and extended-response. All questions are aligned to NYS math standards.

Interim Assessments in grades 3-5 follow the *NYS Testing Blueprint* (see table below) . In each grade, the exams cover content that has been taught to date. K-1 teachers allocate 90 minutes for testing each day. In order to get a true measure of how students perform in grades 2-5, we mimic NYS testing conditions and as a result, tests are untimed (students must be actively working the entire time). The exams are administered over two consecutive days in all grades. Additionally, in all grades we adhere to IEP and 504 accommodations when administering tests.

Components	Third	Fourth	Fifth
Multiple-Choice Questions	33	38	38
Short Response Questions	6	6	6
Extended Response Questions	1	1	1

RESULTS AND EVALUATION

Percentage of Sisulu-Walker Charter School of Harlem Students Achieving Proficiency on the School's Mathematics Assessment Exam in 2020-21					
Grade	Baseline	Fall	Winter	Spring	EOY
K	N/A	54%	68%	68%	72%
1	52%	33%	67%	44%	56%
2	69%	62%	67%	63%	72%
3	35%	27%	17%	17%	5%
4	0%	14%	17%	25%	22%
5	9%	16%	10%	19%	12%

In the 2020-21 school year, Sisulu-Walker's first, second, fourth, and fifth grades had a higher percentage of students achieving proficiency on the end of the year mathematics assessment exam compared to the percentage of students achieving proficiency on the baseline assessment. The percentage of first grade students achieving proficiency grew by four points, the percentage of second grade students achieving proficiency grew by three points, the percentage of fourth grade students achieving proficiency grew by 22 points, and the percentage of fifth grade students achieving proficiency grew by three points. Between the fall and end of year assessment, the percentage of kindergarten students achieving proficiency on the mathematics assessment grew by 18-percentage points.

While the school did experience a decline in the percentage of third grade students achieving proficiency in mathematics between the baseline and end of year assessment, the school's overall results are impressive when considering reports that have shown a decline in the number of students achieving proficiency in mathematics, specifically among the student populations the school serves, in the year and a half of learning that has been affected by COVID-19. Megan Kuhfeld, et al., *Learning During COVID-19: Initial Findings on Students' Reading and Math Achievement and Growth*, Nov. 2020, available at: <https://www.nwea.org/content/uploads/2020/11/Collaborative-brief-Learning-during-COVID-19.NOV2020.pdf> (In math "[S]tudent achievement was 5 to 10 percentile points lower than the pre-COVID-19 performance by same-grade students last fall, and students showed lower growth in math across grades 3 to 8 relative to peers in the previous, more typical year.")

Sisulu-Walker Charter School of Harlem Median Raw Score on the School's Mathematics Assessment Exam in 2020-21					
Grade	Baseline	Fall	Winter	Spring	EOY
K	N/A	80%	82.5%	75%	85%
1	79%	60%	85%	69%	73%
2	86%	80%	90%	80%	85%
3	70%	71%	51%	48%	53%
4	35%	60%	60%	52.5%	44%
5	32%	46%	51%	48%	46%

The chart above shows the median raw score for each assessment exam Sisulu-Walker administered during the 2020-21 school year. Three of the school's grades, kindergarten, fourth, and fifth had an increase in the median raw score between the first assessment taken and the end of year assessment. Although the first and second grade baseline assessment median raw score was higher than the end of year assessment, the end of year median raw score was higher than the lowest median raw score in each grade during the 2020-21 school year, thirteen and five percentage points, respectively.

Sisulu-Walker Charter School of Harlem's Students with Disabilities' Median Raw Score on the School's Mathematics Assessment Exam in 2020-21					
Grade	Baseline	Fall	Winter	Spring	EOY
K	N/A	80%	80%	75%	75%
1	64%	45%	79%	63%	58%
2	83%	80%	75%	92.5%	67.5%
3	67%	65%	45.5%	38%	48.5%
4	30%	45%	24.5%	28.5%	33%
5	21%	42%	34%	33%	39%

Among Sisulu-Walker's fourth and fifth grade students with disabilities population, there was an increase in the median raw score on the mathematics assessment between the first administered exam and the end of year exam. The median raw score in fourth grade students with disabilities increased three percentage points between the baseline mathematics assessment and the end of year assessment. In the fifth grade, the median raw score improved 18 percentage points between the baseline mathematics assessment and the end of year assessment among students with disabilities. Although students with disabilities in the first and third grades did not experience an increase in the median raw score between the baseline and end of year mathematics assessment, the median raw score on the end of year assessment was an improvement from the lowest median raw score each grade scored during the school year; a 13-percentage point increase in the first grade and a nine-and-a-half-percentage point increase in the third grade.

Levels of Sisulu-Walker Charter School of Harlem on the End of Year Mathematics Exam Who Tested at Level One on the Baseline Exam						
Grade	Total	Level 1	Level 2	Level 3	Level 4	Not Tested
1	3	0	2	0	1	0
2	1	0	0	0	0	1
3	10	6	2	0	0	2
4	21	10	5	1	1	4
5	26	13	5	1	1	6

Among students testing at level one on the mathematics baseline assessment, a significant number were able to increase their achievement level by the end of year assessment exam. In the first grade, all three students who tested at level one increased levels by the end of the year, two to level

two and one to level four. In the fourth grade of the 21 students who tested at level one on the baseline assessment, by the end of year assessment five tested at level two, one tested at level three, and one tested at level four. In the fifth grade of the 26 students who tested at level one on the baseline assessment, by the end of year assessment five tested at level two, one tested at level three, and one tested at level four.

Number of Sisulu-Walker Charter School of Harlem Testing at Each Performance Level on the Mathematics Exam from the Benchmark Assessment Compared to the End of Year Assessment

Grade	BOY 1	EOY 1	Diff.	BOY 2	EOY 2	Diff.	BOY 3	EOY 3	Diff.	BOY 4	EOY 4	Diff.
1	3	2	-1	10	10	0	4	3	-1	10	12	+2
2	1	3	+2	7	4	-3	3	5	-2	15	13	-2
3	10	14	+4	16	22	+6	5	2	-3	9	0	-9
4	21	13	-8	10	8	-2	0	4	+4	0	2	+2
5	26	16	-10	3	7	+4	3	1	-2	0	2	+2

The chart above shows the number of students testing at each level on the beginning of the year mathematics baseline assessment compared to the end of year assessment (the green boxes show positive results – a decline in the overall number of students testing a level one and maintaining or increasing the number of students testing at level 2 and above – and the red boxes show negative results – an increase in students testing at level one and a decrease in the number of students testing at levels two through four). The school’s first, fourth, and fifth grades all experienced a decline in the number of students testing at level one between the baseline and end of year assessment. The most impressive gains occurred in the third grade, where the number of students testing at level two increased from 16 to 22 students between the baseline and end of year assessment. Similarly impressive was the increase in fifth grade students testing at level 2 and fourth grade students testing at level three, where there was a four-student increase between the baseline and end of year assessments at each grade level.

ADDITIONAL CONTEXT AND EVIDENCE

Sisulu-Walker Charter School of Harlem Interim Assessment Data – Percentage of Students Testing at Proficiency in Mathematics

Grade	2018-19				2019-20				2020-21			
	Fall	Winter	Spring	EOY	Fall	Winter	Spring	EOY	Fall	Winter	Spring	EOY
K	93.1%	92.9%	93.1%	92.9%	93.1%	92.9%	93.1%	66.7%	70%	68%	68%	72%
1st	62.7%	87.0%	62.7%	87.0%	62.7%	87.0%	62.7%	88.2%	64%	67%	44%	56%
2nd	56.4%	40.0%	56.4%	40.0%	56.4%	40.0%	56.4%	37.1%	72%	67%	63%	72%
3rd	24.4%	13.9%	24.4%	13.9%	24.4%	13.9%	24.4%	17.1%	69%	17%	17%	5%
4th	33.3%	11.5%	33.3%	11.5%	33.3%	11.5%	33.3%	36.0%	54%	17%	25%	22%
5th	41.4%	39.1%	41.4%	39.1%	41.4%	39.1%	41.4%	53.6%	49%	10%	19%	12%

The chart above shows the results of Sisulu-Walker’s mathematics interim assessments for the last three school years. In the 2020-21 school year, the school’s kindergarten experienced a two-percentage point increase in students testing at proficiency between the fall and end of year mathematics assessment and the percentage of second grade students achieving proficiency did not change from the fall assessment compared to the end of year assessment. When comparing the end of year assessments from the 2020-21 school year to the 2019-20 school year, there was an increase in proficiency in kindergarten and second grade. Additionally, the percentage of students achieving proficiency in the cohort of students who took the end of year assessment as third graders in the 2019-20 school year increased nearly five percentage points when they took the end of year assessment as fourth graders in the 2020-21 school year. However, given reports that have been issued on academic achievement during COVID-19 instruction, the school’s mathematics results are particularly impressive. United States Department of Education’s Office of Civil Rights, *Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students*, available at <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>. (“This and other early reports suggest that trends may vary by subject, with math skills generally slipping more than reading, perhaps substantially so.”).

Indeed, a July 2021 report by McKinsey & Company found that on average, the pandemic left students five months behind in math. The report further noted that “The pandemic widened preexisting opportunity and achievement gaps, hitting historically disadvantaged students hardest. In math, students in majority Black schools ended the year with six months of unfinished learning, students in low-income schools with seven.” McKinsey & Company, *COVID-19 and Education: The Lingering Effects of Unfinished Learning*, July 27, 2021, available at <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning>.

Sisulu-Walker students showed longitudinal growth despite the difficulties that have arose during the COVID-19 pandemic. Looking at the cohort of students who took the fall mathematics assessment in the 2019-20 school year as 2nd graders, the percentage testing at proficiency increased nearly 13 percentage points when they took the fall assessment as 3rd graders in the 2020-21 school year. Similarly, there was remarkable growth among the cohort of students who took the fall mathematics assessment as 3rd and 4th grade students in the fall of the 2019-20 school year, when they took the fall assessment as 4th and 5th graders in the 2020-21 school year, an increase of nearly 19.6 and 15.7 percentage points, respectively, in proficiency. There was also significant growth in those performing at proficiency among these student cohorts from the end of year mathematics assessment in the 2019-20 school year compared to the fall assessment in the 2020-21 school year, increases of 31.9, 36.9, and 13 percentage points respectively. This growth is particularly noteworthy considering the last three months of instruction in the 2019-20 school year was disrupted by uncertainties caused by COVID-19.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

In the 2020-21 school year, Sisulu-Walker showed impressive results on its internal mathematics assessment, given the complications that have arose in the last 18-months because of the COVID-

19 pandemic. Because the school develops its own assessment exam, it is not possible to compare the school's results to other schools. However, beginning in the 2021-22 school year, the school will begin administering i-Ready assessment exams. This will allow the school to measure its growth in mathematics against nationwide results.

ACTION PLAN

An analysis of the grade-level standards for each grade was conducted. Teachers and the new Dean of Academics determined the priority standards for *Mathematics*. The priority standards were used to create a reteach unit for grades 1-5 for mathematics that will be used during the intervention period to ensure that the scope and sequence for each grade level can be covered (there will be a new content and reteach block).

Our math block is 90 minutes. Teachers will teach new content during the first 45 minutes and re-teach concepts during the second half of the block. The *Bridge Unit* that will be taught during the month of September was generated using the priority standards from the previous grade for review and to combat the infamous summer slide. At the end of September, students will take an assessment that will measure their proficiency of standards from the *Bridge Unit*. Thereafter, students will be divided into groups for 15 minutes each during the re-teach block. At this time, priority standards from the *Bridge Unit* and new concepts from grade-level standards will be retaught to specific groups of students based on the data collected from the *Beginning of Year Assessment* and exit tickets from daily lessons. In addition, 30 of the 60 minutes allocated for study hall (asynchronistic learning) at the end of the day will be used to provide students with targeted math intervention using i-Ready and other resources.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

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

BACKGROUND

Sisulu-Walker 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 Next Generation Standards. All grade levels start with a unit on inquiry followed by three to four 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. We further support scientific understanding by reading and writing about science content as part of the science block. In addition to 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.

METHOD

Sisulu-Walker does not administer interim assessments in science. As a result, this assessment cannot be measured for the 2020-21 school year.

RESULTS AND EVALUATION

Sisulu-Walker does not administer interim assessments in science. As a result, this assessment cannot be measured for the 2020-21 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Sisulu-Walker does not administer interim assessments in science. As a result, this assessment cannot be measured for the 2020-21 school year.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Sisulu-Walker does not administer interim assessments in science. As a result, this assessment cannot be measured for the 2020-21 school year.

ACTION PLAN

Sisulu-Walker Charter School of Harlem will begin administering end of unit assessments in science for all grades. In addition, we will administer a science exam in the spring to fourth grade students using previously published science test questions for the written test only since they will take the science exam as fifth graders the following year. To address the performance component of the exam, we will provide opportunities for students to participate in science experiments throughout the year using a station teaching format.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned

for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements.

Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

The school met its goal of good standing for the 2020-21 school year.

ADDITIONAL EVIDENCE

Sisulu-Walker has been in good standing in each of the last three school years.

Accountability Status by Year

Year	Status
2018-19	Good standing
2019-20	Good standing
2020-21	Good standing

BASELINE ASSESSMENT

Schoolwide Proficiency		
	ELA	Math
1	61%	52%
2	61%	69%
3	18%	35%
4	3%	0%
5	12%	9%

Averages		
	ELA	Math
1	80%	75%
2	70%	82%
3	52%	67%
4	48%	38%
5	42%	37%

Averages		
	ELA	Math
Paulino	80%	75%
Musadeq	70%	82%
Pierce	47%	61%
Sosa	58%	74%
Zuyeva	48%	38%
Haynes	42%	37%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level	IEP
1	Ms. Pau no & Ms. Reyes		33%	1	79%	3	1
1	Ms. Pau no & Ms. Reyes		60%	2	64%	2	1
1	Ms. Pau no & Ms. Reyes		80%	3	56%	2	1
1	Ms. Pau no & Ms. Reyes		80%	3	66%	2	1
1	Ms. Pau no & Ms. Reyes		100%	4	35%	1	1
1	Ms. Pau no & Ms. Reyes		47%	1	58%	2	
1	Ms. Pau no & Ms. Reyes		53%	2	49%	1	
1	Ms. Pau no & Ms. Reyes		53%	2	70%	2	
1	Ms. Pau no & Ms. Reyes		53%	2	71%	2	
1	Ms. Pau no & Ms. Reyes		53%	2	82%	3	
1	Ms. Pau no & Ms. Reyes		60%	2			
1	Ms. Pau no & Ms. Reyes		67%	2	82%	3	
1	Ms. Pau no & Ms. Reyes		73%	2	54%	2	
1	Ms. Pau no & Ms. Reyes		73%	2	100%	4	
1	Ms. Pau no & Ms. Reyes		87%	4	52%	2	
1	Ms. Pau no & Ms. Reyes		87%	4	94%	4	
1	Ms. Pau no & Ms. Reyes		87%	4	97%	4	
1	Ms. Pau no & Ms. Reyes		93%	4	72%	2	
1	Ms. Pau no & Ms. Reyes		100%	4	44%	1	
1	Ms. Pau no & Ms. Reyes		100%	4	60%	2	
1	Ms. Pau no & Ms. Reyes		100%	4	82%	3	
1	Ms. Pau no & Ms. Reyes		100%	4	85%	4	
1	Ms. Pau no & Ms. Reyes		100%	4	94%	4	
1	Ms. Pau no & Ms. Reyes		100%	4	94%	4	
1	Ms. Pau no & Ms. Reyes		100%	4	97%	4	
1	Ms. Pau no & Ms. Reyes		100%	4	100%	4	
1	Ms. Pau no & Ms. Reyes		100%	4	100%	4	
1	Ms. Pau no & Ms. Reyes		100%	4	100%	4	
1	Ms. Pau no & Ms. Reyes						

Paulino/Reyes ELA Totals		
Level	Number	Percent
1	2	7%
2	9	32%
3	2	7%
4	15	54%
Total	28	100%

Paulino/Reyes Math Totals		
Level	Number	Percent
1	3	11%
2	10	37%
3	4	15%
4	10	37%
Total	27	100%

Grade 1 Totals		
	ELA	Math
Level 1	7%	11%
Level 2	32%	37%
Level 3	7%	15%
Level 4	54%	37%

Grade 1 Proficiency	
	Paulino/Reyes
ELA	61%
Math	52%

Paulino/Reyes ELA GLP		
Level	Number	Percent
Below	2	8%
On	9	35%
Above	15	58%
Total	26	100%

Paulino/Reyes Math GLP		
Level	Number	Percent
Below	3	12%
On	10	39%
Above	13	50%
Total	26	100%

Musadeq/Travieso ELA Totals		
Level	Number	Percent
1	3	7%
2	7	32%
3	11	7%
4	4	54%
Total	25	100%

Musadeq/Travieso Math Totals		
Level	Number	Percent
1	1	4%
2	7	27%
3	3	12%
4	15	58%
Total	26	100%

Grade 2 Totals		
	ELA	Math
Level 1	7%	4%
Level 2	32%	27%
Level 3	7%	12%
Level 4	54%	58%

Grade 2 Proficiency	
Musadeq/Travieso	
ELA	61%
Math	69%

Musadeq/Travieso ELA GLP		
Level	Number	Percent
Below	3	12%
On	14	56%
Above	8	32%
Total	25	100%

Musadeq/Travieso Math GLP		
Level	Number	Percent
Below	1	4%
On	7	27%
Above	18	69%
Total	26	100%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level	IEP	New Student
3	Perce/Levene		28%	1	20%	1	1	
3	Perce/Levene		22%	1	47%	1	1	
3	Perce/Levene		44%	1	53%	2	1	
3	Perce/Levene		50%	2	67%	2	1	
3	Perce/Levene		94%	4	67%	2	1	
3	Perce/Levene		39%	1	73%	2	1	
3	Perce/Levene		44%	1	73%	2	1	
3	Perce/Levene				73%	2	1	
3	Sosa/Hart		5%	1	47%	1	1	
3	Sosa/Hart		67%	2	80%	3	1	
3	Perce/Levene		67%	2	20%	1		
3	Perce/Levene		58%	2	40%	1		
3	Perce/Levene		11%	1	47%	1		
3	Perce/Levene		33%	1	47%	1		
3	Perce/Levene		50%	2	53%	2		
3	Perce/Levene		50%	2	67%	2		
3	Perce/Levene		61%	2	73%	2		
3	Perce/Levene		83%	3	73%	2		
3	Perce/Levene		17%	1	80%	3		
3	Perce/Levene		44%	1	87%	4		
3	Perce/Levene		67%	2	87%	4		
3	Perce/Levene		78%	3	87%	4		
3	Perce/Levene		94%	4	87%	4		
3	Sosa/Hart		16%	1	33%	1		
3	Sosa/Hart		22%	1	47%	1		
3	Sosa/Hart		67%	2	47%	1		
3	Sosa/Hart		61%	2	53%	2		
3	Sosa/Hart		72%	2	53%	2		
3	Sosa/Hart		38%	1	67%	2		
3	Sosa/Hart		55%	2	67%	2		
3	Sosa/Hart				67%	2		
3	Sosa/Hart		67%	2	73%	2		
3	Sosa/Hart		38%	1	80%	3		
3	Sosa/Hart		77%	3	80%	3		
3	Sosa/Hart				80%	3		
3	Sosa/Hart		30%	1	87%	4		
3	Sosa/Hart		67%	2	93%	4		
3	Sosa/Hart		72%	2	100%	4		
3	Sosa/Hart		77%	3	100%	4		
3	Sosa/Hart		83%	3	100%	4		
3	Sosa/Hart		33%	1				
3	Sosa/Hart							
3	Sosa/Hart							

Pierce/Levine Totals		
	ELA	Math
Level 1	45%	29%
Level 2	35%	48%
Level 3	10%	5%
Level 4	10%	19%

Sosa/Hart Totals		
	ELA	Math
Level 1	39%	21%
Level 2	44%	32%
Level 3	17%	21%
Level 4	0%	26%

Pierce/Levine ELA Totals		
Level	Number	Percent
1	9	45%
2	7	35%
3	2	10%
4	2	10%
Total	20	100%

Pierce/Levine Math Totals		
Level	Number	Percent
1	6	29%
2	10	48%
3	1	5%
4	4	19%
Total	21	100%

Sosa/Hart ELA Totals		
Level	Number	Percent
1	7	39%
2	8	44%
3	3	17%
4	0	0%
Total	18	100%

Sosa/Hart Math Totals		
Level	Number	Percent
1	4	21%
2	6	32%
3	4	21%
4	5	26%
Total	19	100%

Grade 3 ELA Totals		
Level	Number	Percent
1	16	42%
2	15	39%
3	5	13%
4	2	5%
Total	38	100%

Grade 3 Math Totals		
Level	Number	Percent
1	10	25%
2	16	40%
3	5	13%
4	9	23%
Total	40	100%

Grade 3 Totals		
	ELA	Math
Level 1	42%	25%
Level 2	39%	40%
Level 3	13%	13%
Level 4	5%	23%

Grade3 Proficiency			
	Sosa/Hart	Pierce/Levine	Overall
ELA	17%	20%	18%
Math	47%	24%	35%

Grade 3 ELA GLP		
Level	Number	Percent
Below	16	42%
On	18	47%
Above	4	11%
Total	38	100%

Grade 3 Math GLP		
Level	Number	Percent
Below	10	25%
On	16	40%
Above	14	35%
Total	40	100%

Grade 4 ELA Totals		
Level	Number	Percent
1	13	45%
2	15	52%
3	0	0%
4	1	3%
Total	29	100%

Grade 4 Math Totals		
Level	Number	Percent
1	21	68%
2	10	32%
3	0	0%
4	0	0%
Total	31	100%

Grade 4 Totals		
	ELA	Math
Level 1	45%	68%
Level 2	52%	32%
Level 3	0%	0%
Level 4	3%	0%

Grade 4 Proficiency		
	Perten/Zuyeva	
ELA	3%	
Math	0%	

Grade 4 ELA GLP		
Level	Number	Percent
Below	13	45%
On	15	52%
Above	1	3%
Total	29	100%

Grade 4 Math GLP		
Level	Number	Percent
Below	21	68%
On	10	32%
Above	0	0%
Total	31	100%

Grade 5 ELA Totals		
Level	Number	Percent
1	22	65%
2	8	24%
3	4	12%
4	0	0%
Total	34	100%

Grade 5 Math Totals		
Level	Number	Percent
1	26	81%
2	3	9%
3	3	9%
4	0	0%
Total	32	100%

Grade 5 Totals		
	ELA	Math
Level 1	65%	81%
Level 2	24%	9%
Level 3	12%	9%
Level 4	0%	0%

Grade 5 Proficiency		
Haynes/Wilson/Delaney		
ELA	12%	
Math	9%	

Grade 5 ELA GLP		
Level	Number	Percent
Below	22	65%
On	10	29%
Above	2	6%
Total	34	100%

Grade 5 Math GLP		
Level	Number	Percent
Below	26	81%
On	4	13%
Above	2	6%
Total	32	100%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level
2	Ms. Musadeq and		23%	1	46%	1
3	P erce/Lev ne		28%	1	20%	1
3	P erce/Lev ne		22%	1	47%	1
3	Sosa/Hart		5%	1	47%	1
4	Zuyeva/Perten/Kn		28%	1	10%	1
4	Zuyeva/Perten/Kn		17%	1	20%	1
4	Zuyeva/Perten/Kn		44%	1	20%	1
4	Zuyeva/Perten/Kn		22%	1	30%	1
4	Zuyeva/Perten/Kn		28%	1	30%	1
4	Zuyeva/Perten/Kn		39%	1	40%	1
5	Haynes/W son/De		19%	1	11%	1
5	Haynes/W son/De		44%	1	16%	1
5	Haynes/W son/De		38%	1	21%	1
5	Haynes/W son/De		14%	1	26%	1
5	Haynes/W son/De		44%	1	16%	1
4	Zuyeva/Perten/Kn		56%	2	35%	1
5	Haynes/W son/De		53%	2	37%	1
5	Haynes/W son/De		52%	2	26%	1
1	Ms. Pau no & Ms.		100%	4	35%	1
4	Zuyeva/Perten/Kn				15%	1
3	P erce/Lev ne		44%	1	53%	2
3	P erce/Lev ne		39%	1	73%	2
3	P erce/Lev ne		44%	1	73%	2
4	Zuyeva/Perten/Kn		17%	1	50%	2
1	Ms. Pau no & Ms.		60%	2	64%	2
2	Ms. Musadeq and		71%	2	53%	2
3	P erce/Lev ne		50%	2	67%	2
1	Ms. Pau no & Ms.		80%	3	56%	2
1	Ms. Pau no & Ms.		80%	3	66%	2
3	P erce/Lev ne		94%	4	67%	2
3	P erce/Lev ne				73%	2
1	Ms. Pau no & Ms.		33%	1	79%	3
2	Ms. Musadeq and		41%	1	80%	3
3	Sosa/Hart		67%	2	80%	3
2	Ms. Musadeq and		53%	2	93%	4
2	Ms. Musadeq and		88%	4	93%	4
2	Ms. Musadeq and				86%	4

Special Education ELA Totals		
	Number	Percent
1	21	61.8%
2	8	23.5%
3	2	5.9%
4	3	8.8%
Total	34	100.0%

Non-SPED ELA Totals		
	Number	Percent
1	35	29.2%
2	46	38.3%
3	20	16.7%
4	19	15.8%
Total	120	100.0%

Special Education Math Totals		
	Number	Percent
1	20	54.1%
2	11	29.7%
3	3	8.1%
4	3	8.1%
Total	37	100.0%

Non-SPED Math Totals		
	Number	Percent
1	41	34.5%
2	35	29.4%
3	12	10.1%
4	31	26.1%
Total	119	100.0%

Special Education Totals		
	ELA	Math
Level 1	62%	54%
Level 2	24%	30%
Level 3	6%	8%
Level 4	9%	8%

Non-SPED Totals		
	ELA	Math
Level 1	29.2%	34.5%
Level 2	38.3%	29.4%
Level 3	16.7%	10.1%
Level 4	15.8%	26.1%

Special Education	
ELA	15%
Math	16%

Non-SPED	
ELA	32.5%
Math	36.1%

Proficiency SPED vs. Not SPED		
	SPED	Not SPED
ELA	15%	33%
Math	16%	36%

NOVEMBER ASSESSMENT

Schoolwide Proficiency		
	ELA	Math
K	10%	54%
1	79%	33%
2	66%	62%
3	15%	27%
4	0%	14%
5	29%	16%

Averages		
	ELA	Math
K	37%	70%
1	82%	64%
2	77%	72%
3	56%	69%
4	44%	54%
5	58%	49%

Averages		
	ELA	Math
Manias	37%	70%
Paulino	82%	64%
Musadeq	77%	72%
Pierce	51%	64%
Sosa	61%	73%
Zuyeva	44%	54%
Haynes	58%	49%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level	IEP
K	Man as/Custer		0%	1	80%	3	1
K	Man as/Custer		30%	1	80%	3	1
K	Man as/Custer				90%	4	1
K	Man as/Custer		65%	2	20%	1	
K	Man as/Custer		35%	1	30%	1	
K	Man as/Custer		20%	1	35%	1	
K	Man as/Custer		0%	1	40%	1	
K	Man as/Custer		35%	1	40%	1	
K	Man as/Custer		40%	1	55%	2	
K	Man as/Custer				55%	2	
K	Man as/Custer		20%	1	65%	2	
K	Man as/Custer				65%	2	
K	Man as/Custer				65%	2	
K	Man as/Custer				70%	2	
K	Man as/Custer		30%	1	80%	3	
K	Man as/Custer		40%	1	80%	3	
K	Man as/Custer		25%	1	85%	4	
K	Man as/Custer		30%	1	85%	4	
K	Man as/Custer		80%	3	85%	4	
K	Man as/Custer		50%	2	90%	4	
K	Man as/Custer		30%	1	95%	4	
K	Man as/Custer		45%	1	95%	4	
K	Man as/Custer		65%	2	95%	4	
K	Man as/Custer				95%	4	
K	Man as/Custer		30%	1			
K	Man as/Custer		30%	1			
K	Man as/Custer		85%	4			

Custer/Manias ELA Totals		
Level	Number	Percent
1	16	76%
2	3	14%
3	1	5%
4	1	5%
Total	21	100%

Custer/Manias Math Totals		
Level	Number	Percent
1	5	21%
2	6	25%
3	4	17%
4	9	38%
Total	24	100%

Grade K Totals		
	ELA	Math
Level 1	76%	21%
Level 2	14%	25%
Level 3	5%	17%
Level 4	5%	38%

Grade K Proficiency	
	Custer/Manias
ELA	10%
Math	54%

Custer/Manias ELA GLP		
Level	Number	Percent
Below	16	76%
On	3	14%
Above	2	10%
Total	21	100%

Custer/Manias Math GLP		
Level	Number	Percent
Below	5	21%
On	6	25%
Above	13	54%
Total	24	100%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level	IEP
1	Ms. Pau no & Ms. Reyes		85%	4	38%	1	1
1	Ms. Pau no & Ms. Reyes		60%	2	40%	1	1
1	Ms. Pau no & Ms. Reyes		80%	3	45%	1	1
1	Ms. Pau no & Ms. Reyes		65%	2	60%	2	1
1	Ms. Pau no & Ms. Reyes		45%	1	95%	4	1
1	Ms. Pau no & Ms. Reyes		80%	3	18%	1	
1	Ms. Pau no & Ms. Reyes		85%	4	38%	1	
1	Ms. Pau no & Ms. Reyes		55%	2	40%	1	
1	Ms. Pau no & Ms. Reyes		60%	2	43%	1	
1	Ms. Pau no & Ms. Reyes		95%	4	46%	1	
1	Ms. Pau no & Ms. Reyes		80%	3	50%	2	
1	Ms. Pau no & Ms. Reyes		80%	3	52%	2	
1	Ms. Pau no & Ms. Reyes		80%	3	53%	2	
1	Ms. Pau no & Ms. Reyes				53%	2	
1	Ms. Pau no & Ms. Reyes		100%	4	56%	2	
1	Ms. Pau no & Ms. Reyes		85%	4	65%	2	
1	Ms. Pau no & Ms. Reyes		95%	4	65%	2	
1	Ms. Pau no & Ms. Reyes		90%	4	70%	2	
1	Ms. Pau no & Ms. Reyes		95%	4	70%	2	
1	Ms. Pau no & Ms. Reyes		80%	3	75%	3	
1	Ms. Pau no & Ms. Reyes		90%	4	75%	3	
1	Ms. Pau no & Ms. Reyes		95%	4	90%	4	
1	Ms. Pau no & Ms. Reyes		95%	4	90%	4	
1	Ms. Pau no & Ms. Reyes		80%	3	93%	4	
1	Ms. Pau no & Ms. Reyes		95%	4	100%	4	
1	Ms. Pau no & Ms. Reyes		100%	4	100%	4	
1	Ms. Pau no & Ms. Reyes		100%	4	100%	4	
1	Ms. Pau no & Ms. Reyes		40%	1			
1	Ms. Pau no & Ms. Reyes		95%	4			

Paulino/Reyes ELA Totals		
Level	Number	Percent
1	2	7%
2	4	14%
3	7	25%
4	15	54%
Total	28	100%

Paulino/Reyes Math Totals		
Level	Number	Percent
1	8	30%
2	10	37%
3	2	7%
4	7	26%
Total	27	100%

Grade 1 Totals		
	ELA	Math
Level 1	7%	30%
Level 2	14%	37%
Level 3	25%	7%
Level 4	54%	26%

Grade 1 Proficiency	
	Paulino/Reyes
ELA	79%
Math	33%

Paulino/Reyes ELA GLP		
Level	Number	Percent
Below	2	7%
On	4	14%
Above	22	79%
Total	28	100%

Paulino/Reyes Math GLP		
Level	Number	Percent
Below	8	30%
On	12	44%
Above	7	26%
Total	27	100%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level	IEP	New Student
2	Ms. Musadeq and Ms. Trav eso		65%	2	50%	2	1	1
2	Ms. Musadeq and Ms. Trav eso		70%	2	50%	2	1	
2	Ms. Musadeq and Ms. Trav eso		85%	4	75%	3	1	
2	Ms. Musadeq and Ms. Trav eso		80%	3	85%	4	1	
2	Ms. Musadeq and Ms. Trav eso		80%	3	95%	4	1	1
2	Ms. Musadeq and Ms. Trav eso		95%	4	95%	4	1	
2	Ms. Musadeq and Ms. Trav eso		75%	3	20%	1		
2	Ms. Musadeq and Ms. Trav eso		75%	3	25%	1		
2	Ms. Musadeq and Ms. Trav eso		75%	3	30%	1		
2	Ms. Musadeq and Ms. Trav eso		45%	1	45%	1		1
2	Ms. Musadeq and Ms. Trav eso		70%	2	45%	1		
2	Ms. Musadeq and Ms. Trav eso		60%	2	50%	2		
	Ms. Musadeq and Ms. Trav eso		65%	2	55%	2		
2	Ms. Musadeq and Ms. Trav eso		70%	2	65%	2		
2	Ms. Musadeq and Ms. Trav eso		85%	4	65%	2		
2	Ms. Musadeq and Ms. Trav eso		65%	2	80%	3		
2	Ms. Musadeq and Ms. Trav eso		75%	3	80%	3		
2	Ms. Musadeq and Ms. Trav eso		75%	3	80%	3		
2	Ms. Musadeq and Ms. Trav eso		95%	4	80%	3		
2	Ms. Musadeq and Ms. Trav eso		80%	3	85%	4		
2	Ms. Musadeq and Ms. Trav eso		70%	2	90%	4		
2	Ms. Musadeq and Ms. Trav eso		80%	3	90%	4		
2	Ms. Musadeq and Ms. Trav eso		85%	4	90%	4		
2	Ms. Musadeq and Ms. Trav eso		85%	4	90%	4		1
2	Ms. Musadeq and Ms. Trav eso		95%	4	90%	4		
2	Ms. Musadeq and Ms. Trav eso		90%	4	95%	4		
2	Ms. Musadeq and Ms. Trav eso		90%	4	95%	4		
2	Ms. Musadeq and Ms. Trav eso		65%	2	100%	4		
2	Ms. Musadeq and Ms. Trav eso		85%	4	100%	4		

Musadeq/Travieso ELA Totals		
Level	Number	Percent
1	1	3%
2	9	31%
3	9	31%
4	10	34%
Total	29	100%

Musadeq/Travieso Math Totals		
Level	Number	Percent
1	5	17%
2	6	21%
3	5	17%
4	13	45%
Total	29	100%

Grade 2 Totals		
	ELA	Math
Level 1	3%	17%
Level 2	31%	21%
Level 3	31%	17%
Level 4	34%	45%

Grade 2 Proficiency	
Musadeq/Travieso	
ELA	66%
Math	62%

Musadeq/Travieso ELA GLP		
Level	Number	Percent
Below	1	3%
On	14	48%
Above	14	48%
Total	29	100%

Musadeq/Travieso Math GLP		
Level	Number	Percent
Below	5	17%
On	7	24%
Above	17	59%
Total	29	100%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level	IEP	New Student
3	Perce/Levene		6%	1	29%	1	1	
3	Perce/Levene		28%	1	58%	2	1	
3	Perce/Levene		33%	1	65%	2	1	
3	Sosa/Hart		50%	2	65%	2	1	
3	Perce/Levene		56%	2	68%	2	1	
3	Perce/Levene		56%	2	74%	2	1	
3	Sosa/Hart		61%	2	68%	2	1	
3	Perce/Levene		72%	2	55%	2	1	
3	Perce/Levene		72%	2	65%	2	1	
3	Sosa/Hart		72%	2	74%	2	1	
3	Perce/Levene		6%	1	71%	2		
3	Sosa/Hart		6%	1	32%	1		
3	Perce/Levene		17%	1	48%	1		
3	Perce/Levene		17%	1	52%	2		
3	Sosa/Hart		17%	1	68%	2		
3	Perce/Levene		44%	1	84%	3		
3	Perce/Levene		50%	2	32%	1		
3	Perce/Levene		56%	2	52%	2		
3	Perce/Levene		56%	2	68%	2		
3	Perce/Levene		61%	2	65%	2		
3	Perce/Levene		61%	2	74%	2		
3	Perce/Levene		61%	2	77%	3		
3	Sosa/Hart		61%	2	65%	2		
3	Sosa/Hart		61%	2	68%	2		
3	Sosa/Hart		61%	2	71%	2		
3	Sosa/Hart		61%	2	71%	2		
3	Sosa/Hart		61%	2	87%	4		
3	Sosa/Hart		67%	2	61%	2		
3	Sosa/Hart		67%	2	74%	2		
3	Sosa/Hart		67%	2	74%	2		
3	Sosa/Hart		67%	2	84%	3		
3	Perce/Levene		72%	2	68%	2		
3	Sosa/Hart		72%	2	77%	3		
3	Sosa/Hart		72%	2	87%	4		
3	Sosa/Hart		72%	2	87%	4		
3	Perce/Levene		78%	3	74%	2		
3	Perce/Levene		78%	3	81%	3		
3	Sosa/Hart		78%	3	74%	2		
3	Sosa/Hart		78%	3	81%	3		
3	Sosa/Hart		78%	3	94%	4		
3	Perce/Levene		100%	4	94%	4		
3	Sosa/Hart							

Pierce/Levine Totals		
	ELA	Math
Level 1	33%	14%
Level 2	52%	67%
Level 3	10%	14%
Level 4	5%	5%

Sosa/Hart Totals		
	ELA	Math
Level 1	10%	5%
Level 2	75%	60%
Level 3	15%	15%
Level 4	0%	20%

Grade 3 ELA Totals		
Level	Number	Percent
1	9	22%
2	26	63%
3	5	12%
4	1	2%
Total	41	100%

Grade 3 Math Totals		
Level	Number	Percent
1	4	10%
2	26	63%
3	6	15%
4	5	12%
Total	41	100%

Grade 3 Totals		
	ELA	Math
Level 1	22%	10%
Level 2	63%	63%
Level 3	12%	15%
Level 4	2%	12%

Grade3 Proficiency			
	Sosa/Hart	Pierce/Levine	Overall
ELA	15%	14%	15%
Math	35%	19%	27%

Grade 3 ELA GLP		
Level	Number	Percent
Below	9	22%
On	31	76%
Above	1	2%
Total	41	100%

Grade 3 Math GLP		
Level	Number	Percent
Below	4	10%
On	28	68%
Above	9	22%
Total	41	100%

Pierce/Levine ELA Totals		
Level	Number	Percent
1	7	33%
2	11	52%
3	2	10%
4	1	5%
Total	21	100%

Pierce/Levine Math Totals		
Level	Number	Percent
1	3	14%
2	14	67%
3	3	14%
4	1	5%
Total	21	100%

Sosa/Hart ELA Totals		
Level	Number	Percent
1	2	10%
2	15	75%
3	3	15%
4	0	0%
Total	20	100%

Sosa/Hart Math Totals		
Level	Number	Percent
1	1	5%
2	12	60%
3	3	15%
4	4	20%
Total	20	100%

Grade 4 ELA Totals		
Level	Number	Percent
1	15	54%
2	13	46%
3	0	0%
4	0	0%
Total	28	100%

Grade 4 Math Totals		
Level	Number	Percent
1	10	34%
2	15	52%
3	2	7%
4	2	7%
Total	29	100%

Grade 4 Totals		
	ELA	Math
Level 1	54%	34%
Level 2	46%	52%
Level 3	0%	7%
Level 4	0%	7%

Grade 4 Proficiency		
	Perten/Zuyeva	
ELA	0%	
Math	14%	

Grade 4 ELA GLP		
Level	Number	Percent
Below	15	54%
On	13	46%
Above	0	0%
Total	28	100%

Grade 4 Math GLP		
Level	Number	Percent
Below	10	34%
On	17	59%
Above	2	7%
Total	29	100%

Grade 5 ELA Totals		
Level	Number	Percent
1	11	35%
2	11	35%
3	4	13%
4	5	16%
Total	31	100%

Grade 5 Math Totals		
Level	Number	Percent
1	17	55%
2	9	29%
3	3	10%
4	2	6%
Total	31	100%

Grade 5 Totals		
	ELA	Math
Level 1	35%	55%
Level 2	35%	29%
Level 3	13%	10%
Level 4	16%	6%

Grade 5 Proficiency		
Haynes/Wilson/Delaney		
ELA	29%	
Math	16%	

Grade 5 ELA GLP		
Level	Number	Percent
Below	11	35%
On	15	48%
Above	5	16%
Total	31	100%

Grade 5 Math GLP		
Level	Number	Percent
Below	17	55%
On	10	32%
Above	4	13%
Total	31	100%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level
4	Perten/Zuyeva				0%	1
4	Perten/Zuyeva		28%	1	25%	1
3	P erce/Lev ne		6%	1	29%	1
5	Haynes/W son/De		22%	1	29%	1
5	Haynes/W son/De		39%	1	33%	1
5	Haynes/W son/De		33%	1	38%	1
1	Ms. Pau no & Ms.		85%	4	38%	1
4	Perten/Zuyeva		5%	1	40%	1
1	Ms. Pau no & Ms.		60%	2	40%	1
5	Haynes/W son/De		24%	1	42%	1
5	Haynes/W son/De		28%	1	42%	1
1	Ms. Pau no & Ms.		80%	3	45%	1
4	Perten/Zuyeva		11%	1	50%	2
2	Ms. Musadeq and		65%	2	50%	2
2	Ms. Musadeq and		70%	2	50%	2
4	Perten/Zuyeva		28%	1	55%	2
3	P erce/Lev ne		72%	2	55%	2
3	P erce/Lev ne		28%	1	58%	2
1	Ms. Pau no & Ms.		65%	2	60%	2
5	Haynes/W son/De		60%	2	63%	2
3	P erce/Lev ne		33%	1	65%	2
3	Sosa/Hart		50%	2	65%	2
3	P erce/Lev ne		72%	2	65%	2
3	P erce/Lev ne		56%	2	68%	2
3	Sosa/Hart		61%	2	68%	2
4	Perten/Zuyeva		67%	2	72%	2
3	P erce/Lev ne		56%	2	74%	2
3	Sosa/Hart		72%	2	74%	2
2	Ms. Musadeq and		85%	4	75%	3
K	Man as/Custer		0%	1	80%	3
K	Man as/Custer		30%	1	80%	3
2	Ms. Musadeq and		80%	3	85%	4
5	Haynes/W son/De		46%	1	88%	4
K	Man as/Custer				90%	4
1	Ms. Pau no & Ms.		45%	1	95%	4
2	Ms. Musadeq and		80%	3	95%	4
2	Ms. Musadeq and		95%	4	95%	4
5	Haynes/W son/De		22%	1		

Special Education ELA Totals		
	Number	Percent
1	17	47.2%
2	13	36.1%
3	3	8.3%
4	3	8.3%
Total	36	100.0%

Non-SPED ELA Totals		
	Number	Percent
1	37	26.1%
2	53	37.3%
3	23	16.2%
4	29	20.4%
Total	142	100.0%

Special Education Math Totals		
	Number	Percent
1	12	32.4%
2	16	43.2%
3	3	8.1%
4	6	16.2%
Total	37	100.0%

Non-SPED Math Totals		
	Number	Percent
1	37	25.7%
2	56	38.9%
3	19	13.2%
4	32	22.2%
Total	144	100.0%

Special Education Totals		
	ELA	Math
Level 1	47%	32%
Level 2	36%	43%
Level 3	8%	8%
Level 4	8%	16%

Non-SPED Totals		
	ELA	Math
Level 1	26.1%	25.7%
Level 2	37.3%	38.9%
Level 3	16.2%	13.2%
Level 4	20.4%	22.2%

Special Education	
ELA	17%
Math	24%

Non-SPED Proficiency	
ELA	36.6%
Math	35.4%

Proficiency SPED vs. Not SPED		
	SPED	Not SPED
ELA	17%	37%
Math	24%	35%

DECEMBER ASSESSMENT

Schoolwide Proficiency		
	ELA	Math
K	71%	68%
1	46%	67%
2	56%	67%
3	27%	17%
4	41%	17%
5	7%	10%

Averages		
	ELA	Math
K	77%	78%
1	67%	75%
2	69%	81%
3	58%	51%
4	59%	55%
5	42%	54%

Averages		
	ELA	Math
Manias	77%	78%
Paulino	67%	75%
Musadeq	69%	81%
Pierce	51%	53%
Sosa	65%	50%
Zuyeva	59%	55%
Haynes	42%	54%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level	IEP
K	Man as/Custer		100%	4	55%	2	1
K	Man as/Custer		100%	4	80%	3	1
K	Man as/Custer		50%	2	85%	4	1
K	Man as/Custer		55%	2	45%	1	
K	Man as/Custer		55%	2	55%	2	
K	Man as/Custer		60%	2	55%	2	
K	Man as/Custer				55%	2	
K	Man as/Custer		75%	3	60%	2	
K	Man as/Custer		45%	1	65%	2	
K	Man as/Custer		75%	3	75%	3	
K	Man as/Custer		85%	4	75%	3	
K	Man as/Custer		85%	4	80%	3	
K	Man as/Custer		95%	4	85%	4	
K	Man as/Custer		50%	2	90%	4	
K	Man as/Custer		75%	3	90%	4	
K	Man as/Custer		90%	4	90%	4	
K	Man as/Custer		80%	3	95%	4	
K	Man as/Custer		85%	4	95%	4	
K	Man as/Custer		85%	4	95%	4	
K	Man as/Custer		90%	4	100%	4	
K	Man as/Custer		100%	4	100%	4	
K	Man as/Custer				100%	4	
K	Man as/Custer		85%	4			
K	Man as/Custer						
K	Man as/Custer						
K	Man as/Custer						
K	Man as/Custer						

Custer/Manias ELA Totals		
Level	Number	Percent
1	1	5%
2	5	24%
3	4	19%
4	11	52%
Total	21	100%

Custer/Manias Math Totals		
Level	Number	Percent
1	1	5%
2	6	27%
3	4	18%
4	11	50%
Total	22	100%

Grade K Totals		
	ELA	Math
Level 1	5%	5%
Level 2	24%	27%
Level 3	19%	18%
Level 4	52%	50%

Grade K Proficiency	
	Custer/Manias
ELA	71%
Math	68%

Custer/Manias ELA GLP		
Level	Number	Percent
Below	1	5%
On	8	38%
Above	12	57%
Total	21	100%

Custer/Manias Math GLP		
Level	Number	Percent
Below	1	5%
On	8	36%
Above	13	59%
Total	22	100%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level	IEP
1	Paulino & Reyes		84%	3	20%	1	1
1	Paulino & Reyes		68%	2	51%	1	1
1	Paulino & Reyes		64%	2	79%	3	1
1	Paulino & Reyes		40%	1	90%	4	1
1	Paulino & Reyes		68%	2	91%	4	1
1	Paulino & Reyes		28%	1	0%	1	
1	Paulino & Reyes		64%	2	25%	1	
1	Paulino & Reyes		44%	1	30%	1	
1	Paulino & Reyes		48%	1	63%	2	
1	Paulino & Reyes		36%	1	65%	2	
1	Paulino & Reyes		48%	1	70%	2	
1	Paulino & Reyes		88%	4	70%	2	
1	Paulino & Reyes		76%	3	73%	2	
1	Paulino & Reyes		44%	1	74%	2	
1	Paulino & Reyes		80%	3	80%	3	
1	Paulino & Reyes		84%	3	84%	3	
1	Paulino & Reyes		84%	3	85%	4	
1	Paulino & Reyes		72%	2	87%	4	
1	Paulino & Reyes		92%	4	87%	4	
1	Paulino & Reyes		52%	2	88%	4	
1	Paulino & Reyes		72%	2	88%	4	
1	Paulino & Reyes		80%	3	90%	4	
1	Paulino & Reyes		92%	4	92%	4	
1	Paulino & Reyes		68%	2	93%	4	
1	Paulino & Reyes		20%	1	95%	4	
1	Paulino & Reyes		88%	4	95%	4	
1	Paulino & Reyes		80%	3	97%	4	
1	Paulino & Reyes		96%	4	100%	4	
1	Paulino & Reyes		96%	4	100%	4	

Paulino/Reyes ELA Totals		
Level	Number	Percent
1	8	29%
2	8	29%
3	7	25%
4	6	21%
Total	28	100%

Paulino/Reyes Math Totals		
Level	Number	Percent
1	5	19%
2	6	22%
3	3	11%
4	15	56%
Total	27	100%

Grade 1 Totals		
	ELA	Math
Level 1	29%	19%
Level 2	29%	22%
Level 3	25%	11%
Level 4	21%	56%

Grade 1 Proficiency	
	Paulino/Reyes
ELA	46%
Math	67%

Paulino/Reyes ELA GLP		
Level	Number	Percent
Below	8	29%
On	9	32%
Above	12	43%
Total	28	100%

Paulino/Reyes Math GLP		
Level	Number	Percent
Below	4	15%
On	8	30%
Above	17	63%
Total	27	100%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level	IEP	New Student
2	Musadeq & Trav eso		45%	1	35%	1	1	
2	Musadeq & Trav eso		45%	1	55%	2	1	
2	Musadeq & Trav eso		50%	2	55%	2	1	
2	Musadeq & Trav eso		55%	2	95%	4	1	
2	Musadeq & Trav eso		80%	3	95%	4	1	
2	Musadeq & Trav eso		65%	2	100%	4	1	
2	Musadeq & Trav eso						1	
2	Musadeq & Trav eso		35%	1	30%	1		
2	Musadeq & Trav eso		50%	2	40%	1		
2	Musadeq & Trav eso		50%	2	50%	2		
2	Musadeq & Trav eso		45%	1	55%	2		
2	Musadeq & Trav eso		60%	2	65%	2		
2	Musadeq & Trav eso		60%	2	70%	2		
2	Musadeq & Trav eso		80%	3	85%	4		
2	Musadeq & Trav eso		55%	2	90%	4		
2	Musadeq & Trav eso		75%	3	90%	4		
2	Musadeq & Trav eso		80%	3	90%	4		
2	Musadeq & Trav eso		85%	4	90%	4		
2	Musadeq & Trav eso		80%	3	95%	4		
2	Musadeq & Trav eso		80%	3	95%	4		
2	Musadeq & Trav eso		90%	4	95%	4		
2	Musadeq & Trav eso		75%	3	100%	4		
2	Musadeq & Trav eso		80%	3	100%	4		
2	Musadeq & Trav eso		85%	4	100%	4		
2	Musadeq & Trav eso		85%	4	100%	4		
2	Musadeq & Trav eso		90%	4	100%	4		
2	Musadeq & Trav eso		90%	4	100%	4		
2	Musadeq & Trav eso		95%	4	100%	4		
2	Musadeq & Trav eso							
2	Musadeq & Trav eso							
2	Musadeq & Trav eso							
2	Musadeq & Trav eso							

Musadeq/Travieso ELA Totals		
Level	Number	Percent
1	4	15%
2	8	30%
3	8	30%
4	7	26%
Total	27	100%

Musadeq/Travieso Math Totals		
Level	Number	Percent
1	3	11%
2	6	22%
3	0	0%
4	18	67%
Total	27	100%

Grade 2 Totals		
	ELA	Math
Level 1	15%	11%
Level 2	30%	22%
Level 3	30%	0%
Level 4	26%	67%

Grade 2 Proficiency	
Musadeq/Travieso	
ELA	56%
Math	67%

Musadeq/Travieso ELA GLP		
Level	Number	Percent
Below	4	15%
On	10	37%
Above	13	48%
Total	27	100%

Musadeq/Travieso Math GLP		
Level	Number	Percent
Below	3	11%
On	6	22%
Above	18	67%
Total	27	100%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level	IEP	New Student
3	Pierce/Levine		30%	1	23%	1	1	
3	Pierce/Levine		45%	1	37%	1	1	
3	Pierce/Levine		20%	1	40%	1	1	
3	Pierce/Levine		30%	1	40%	1	1	
3	Pierce/Levine		25%	1	51%	2	1	
3	Pierce/Levine		65%	2	63%	2	1	
3	Pierce/Levine		75%	3	86%	4	1	
3	Pierce/Levine		30%	1			1	
3	Sosa/Hart		70%	2	71%	2	1	
3	Sosa/Hart		30%	1			1	
3	Pierce/Levine		40%	1	14%	1		
3	Pierce/Levine		10%	1	29%	1		
3	Pierce/Levine		30%	1	34%	1		
3	Pierce/Levine		70%	2	43%	1		
3	Pierce/Levine		25%	1	49%	1		
3	Pierce/Levine		70%	2	51%	2		
3	Pierce/Levine		70%	2	54%	2		
3	Pierce/Levine		70%	2	54%	2		
3	Pierce/Levine		55%	2	57%	2		
3	Pierce/Levine		70%	2	63%	2		
3	Pierce/Levine		65%	2	80%	4		
3	Pierce/Levine		90%	4	91%	4		
3	Pierce/Levine		80%	3	94%	4		
3	Sosa/Hart		60%	2	17%	1		
3	Sosa/Hart		75%	3	17%	1		
3	Sosa/Hart		45%	1	20%	1		
3	Sosa/Hart		35%	1	26%	1		
3	Sosa/Hart				26%	1		
3	Sosa/Hart		45%	1	31%	1		
3	Sosa/Hart		60%	2	40%	1		
3	Sosa/Hart		60%	2	43%	1		
	Sosa/Hart		65%	2	46%	1		
3	Sosa/Hart		80%	3	51%	2		
3	Sosa/Hart				51%	2		
3	Sosa/Hart		55%	2	54%	2		
3	Sosa/Hart		75%	3	54%	2		
3	Sosa/Hart		85%	4	60%	2		
3	Sosa/Hart		75%	3	63%	2		
3	Sosa/Hart		85%	4	63%	2		
3	Sosa/Hart		85%	4	74%	2		
3	Sosa/Hart		75%	3	77%	3		
3	Sosa/Hart		70%	2	83%	3		
3	Sosa/Hart		65%	2	86%	4		

Pierce/Levine Totals		
	ELA	Math
Level 1	48%	45%
Level 2	38%	35%
Level 3	10%	0%
Level 4	5%	20%

Sosa/Hart Totals		
	ELA	Math
Level 1	25%	43%
Level 2	35%	43%
Level 3	25%	10%
Level 4	15%	5%

Grade 3 ELA Totals		
Level	Number	Percent
1	15	37%
2	15	37%
3	7	17%
4	4	10%
Total	41	100%

Grade 3 Math Totals		
Level	Number	Percent
1	18	44%
2	16	39%
3	2	5%
4	5	12%
Total	41	100%

Grade 3 Totals		
	ELA	Math
Level 1	37%	44%
Level 2	37%	39%
Level 3	17%	5%
Level 4	10%	12%

Grade3 Proficiency			
	Sosa/Hart	Pierce/Levine	Overall
ELA	40%	14%	27%
Math	14%	20%	17%

Grade 3 ELA GLP		
Level	Number	Percent
Below	14	36%
On	21	54%
Above	4	10%
Total	39	100%

Grade 3 Math GLP		
Level	Number	Percent
Below	18	44%
On	17	41%
Above	6	15%
Total	41	100%

Pierce/Levine ELA Totals		
Level	Number	Percent
1	10	48%
2	8	38%
3	2	10%
4	1	5%
Total	21	100%

Pierce/Levine Math Totals		
Level	Number	Percent
1	9	45%
2	7	35%
3	0	0%
4	4	20%
Total	20	100%

Sosa/Hart ELA Totals		
Level	Number	Percent
1	5	25%
2	7	35%
3	5	25%
4	3	15%
Total	20	100%

Sosa/Hart Math Totals		
Level	Number	Percent
1	9	43%
2	9	43%
3	2	10%
4	1	5%
Total	21	100%

Grade 4 ELA Totals		
Level	Number	Percent
1	8	28%
2	9	31%
3	9	31%
4	3	10%
Total	29	100%

Grade 4 Math Totals		
Level	Number	Percent
1	10	34%
2	14	48%
3	4	14%
4	1	3%
Total	29	100%

Grade 4 Totals		
	ELA	Math
Level 1	28%	34%
Level 2	31%	48%
Level 3	31%	14%
Level 4	10%	3%

Grade 4 Proficiency		
	Perten/Zuyeva	
ELA	41%	
Math	17%	

Grade 4 ELA GLP		
Level	Number	Percent
Below	8	28%
On	17	59%
Above	4	14%
Total	29	100%

Grade 4 Math GLP		
Level	Number	Percent
Below	10	34%
On	15	52%
Above	4	14%
Total	29	100%

Grade 5 ELA Totals		
Level	Number	Percent
1	18	62%
2	9	31%
3	1	3%
4	1	3%
Total	29	100%

Grade 5 Math Totals		
Level	Number	Percent
1	13	45%
2	13	45%
3	0	0%
4	3	10%
Total	29	100%

Grade 5 Totals		
	ELA	Math
Level 1	62%	45%
Level 2	31%	45%
Level 3	3%	0%
Level 4	3%	10%

Grade 5 Proficiency		
Haynes/Wilson/Delaney		
ELA	7%	
Math	10%	

Grade 5 ELA GLP		
Level	Number	Percent
Below	18	62%
On	9	31%
Above	2	7%
Total	29	100%

Grade 5 Math GLP		
Level	Number	Percent
Below	13	45%
On	13	45%
Above	3	10%
Total	29	100%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level
4	Perten/Zuyeva		25%	1	14%	1
4	Perten/Zuyeva		25%	1	20%	1
1	Paulino & Re		84%	3	20%	1
3	Pierce/Levine		30%	1	23%	1
5	Haynes/Wilso		30%	1	23%	1
4	Perten/Zuyeva		55%	2	23%	1
4	Perten/Zuyeva		35%	1	26%	1
5	Haynes/Wilso		7%	1	34%	1
5	Haynes/Wilso		17%	1	34%	1
5	Haynes/Wilso		23%	1	34%	1
2	Musadeq & Trav es		45%	1	35%	1
3	Pierce/Levine		45%	1	37%	1
3	Pierce/Levine		20%	1	40%	1
3	Pierce/Levine		30%	1	40%	1
5	Haynes/Wilso		44%	1	49%	1
4	Perten/Zuyeva		80%	3	49%	1
3	Pierce/Levine		25%	1	51%	2
1	Paulino & Re		68%	2	51%	1
2	Musadeq & Trav es		45%	1	55%	2
2	Musadeq & Trav es		50%	2	55%	2
K	Man as/Custer		100%	4	55%	2
5	Haynes/Wilso		44%	1	60%	2
3	Pierce/Levine		65%	2	63%	2
5	Haynes/Wilso		50%	2	66%	2
3	Sosa/Hart		70%	2	71%	2
1	Paulino & Re		64%	2	79%	3
K	Man as/Custer		100%	4	80%	3
4	Perten/Zuyeva		55%	2	82%	3
K	Man as/Custer		50%	2	85%	4
3	Pierce/Levine		75%	3	86%	4
1	Paulino & Re		40%	1	90%	4
1	Paulino & Re		68%	2	91%	4
2	Musadeq & Trav es		55%	2	95%	4
2	Musadeq & Trav es		80%	3	95%	4
2	Musadeq & Trav es		65%	2	100%	4
3	Pierce/Levine		30%	1		
3	Sosa/Hart		30%	1		

Special Education ELA Totals		
	Number	Percent
1	19	51.4%
2	12	32.4%
3	4	10.8%
4	2	5.4%
Total	37	100.0%

Non-SPED ELA Totals		
	Number	Percent
1	34	24.5%
2	43	30.9%
3	32	23.0%
4	30	21.6%
Total	139	100.0%

Special Education Math Totals		
	Number	Percent
1	16	45.7%
2	9	25.7%
3	3	8.6%
4	7	20.0%
Total	35	100.0%

Non-SPED Math Totals		
	Number	Percent
1	33	23.2%
2	53	37.3%
3	11	7.7%
4	45	31.7%
Total	142	100.0%

Special Education Totals		
	ELA	Math
Level 1	51%	46%
Level 2	32%	26%
Level 3	11%	9%
Level 4	5%	20%

Non-SPED Totals		
	ELA	Math
Level 1	24.5%	23.2%
Level 2	30.9%	37.3%
Level 3	23.0%	7.7%
Level 4	21.6%	31.7%

Special Education	
ELA	16%
Math	29%

Non-SPED Proficiency	
ELA	44.6%
Math	39.4%

Proficiency SPED vs. Not SPED		
	SPED	Not SPED
ELA	16%	45%
Math	29%	39%

MARCH ASSESSMENT

Schoolwide Proficiency		
	ELA	Math
K	30%	68%
1	46%	44%
2	50%	63%
3	33%	17%
4	17%	25%
5	28%	19%

Averages		
	ELA	Math
K	68%	73%
1	71%	67%
2	73%	73%
3	65%	48%
4	51%	50%
5	53%	52%

Averages		
	ELA	Math
Manias	68%	73%
Paulino	71%	67%
Musadeq	73%	73%
Pierce	60%	49%
Sosa	70%	47%
Zuyeva	51%	50%
Haynes	53%	52%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level	IEP
K	Man as/Custer		35%	1	25%	1	
K	Man as/Custer		65%	2	40%	1	
K	Man as/Custer		70%	2	45%	1	
K	Man as/Custer		55%	2	50%	2	
K	Man as/Custer				65%	2	
K	Man as/Custer				65%	2	
K	Man as/Custer		60%	2	70%	2	
K	Man as/Custer		70%	2	75%	3	1
K	Man as/Custer		45%	1	75%	3	
K	Man as/Custer		60%	2	75%	3	
K	Man as/Custer		65%	2	75%	3	
K	Man as/Custer		85%	4	75%	3	
K	Man as/Custer		90%	4	75%	3	
K	Man as/Custer				75%	3	
K	Man as/Custer		65%	2	80%	3	
K	Man as/Custer		60%	2	85%	4	
K	Man as/Custer		90%	4	85%	4	
K	Man as/Custer		95%	4	85%	4	
K	Man as/Custer				90%	4	
K	Man as/Custer				90%	4	
K	Man as/Custer		80%	3	100%	4	
K	Man as/Custer		90%	4	100%	4	
K	Man as/Custer		70%	2			1
K	Man as/Custer		40%	1			
K	Man as/Custer		70%	2			
K	Man as/Custer						
K	Man as/Custer						

Custer/Manias ELA Totals		
Level	Number	Percent
1	3	15%
2	11	55%
3	1	5%
4	5	25%
Total	20	100%

Custer/Manias Math Totals		
Level	Number	Percent
1	3	14%
2	4	18%
3	8	36%
4	7	32%
Total	22	100%

Grade K Totals		
	ELA	Math
Level 1	15%	14%
Level 2	55%	18%
Level 3	5%	36%
Level 4	25%	32%

Grade K Proficiency	
	Custer/Manias
ELA	30%
Math	68%

Custer/Manias ELA GLP		
Level	Number	Percent
Below	3	15%
On	11	55%
Above	6	30%
Total	20	100%

Custer/Manias Math GLP		
Level	Number	Percent
Below	3	14%
On	11	50%
Above	8	36%
Total	22	100%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level	IEP
1	Paulino & Reyes		39%	1	32%	1	1
1	Paulino & Reyes		70%	2	47%	1	1
1	Paulino & Reyes		45%	1	63%	2	1
1	Paulino & Reyes		67%	2	63%	2	1
1	Paulino & Reyes		48%	1	83%	3	1
1	Paulino & Reyes		52%	2	0%		
1	Paulino & Reyes		73%	2	39%	1	
1	Paulino & Reyes		64%	2	44%	1	
1	Paulino & Reyes		76%	3	44%	1	
1	Paulino & Reyes		76%	3	54%	2	
1	Paulino & Reyes		58%	2	56%	2	
1	Paulino & Reyes		67%	2	57%	2	
1	Paulino & Reyes		76%	3	57%	2	
1	Paulino & Reyes		0		61%	2	
1	Paulino & Reyes		88%	4	62%	2	
1	Paulino & Reyes		85%	4	69%	2	
1	Paulino & Reyes		97%	4	70%	2	
1	Paulino & Reyes		73%	2	73%	2	
1	Paulino & Reyes		100%	4	76%	3	
1	Paulino & Reyes		70%	2	77%	3	
1	Paulino & Reyes		85%	4	79%	3	
1	Paulino & Reyes		94%	4	79%	3	
1	Paulino & Reyes		73%	2	82%	3	
1	Paulino & Reyes		85%	4	82%	3	
1	Paulino & Reyes		67%	2	94%	4	
1	Paulino & Reyes		39%	1	95%	4	
1	Paulino & Reyes		97%	4	98%	4	
1	Paulino & Reyes		97%	4	98%	4	
1	Paulino & Reyes		94%	4	100%	4	

Paulino/Reyes ELA Totals		
Level	Number	Percent
1	4	14%
2	11	39%
3	3	11%
4	10	36%
Total	28	100%

Paulino/Reyes Math Totals		
Level	Number	Percent
1	5	19%
2	11	41%
3	7	26%
4	5	19%
Total	27	100%

Grade 1 Totals		
	ELA	Math
Level 1	14%	19%
Level 2	39%	41%
Level 3	11%	26%
Level 4	36%	19%

Grade 1 Proficiency	
	Paulino/Reyes
ELA	46%
Math	44%

Paulino/Reyes ELA GLP		
Level	Number	Percent
Below	4	14%
On	14	50%
Above	10	36%
Total	28	100%

Paulino/Reyes Math GLP		
Level	Number	Percent
Below	5	19%
On	15	56%
Above	8	30%
Total	27	100%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level	IEP	New Student
2	Musadeq & Trav eso		48%	1	40%	1	1	
2	Musadeq & Trav eso		52%	2	40%	1		
2	Musadeq & Trav eso		97%	4	40%	1		
2	Musadeq & Trav eso		43%	1	45%	1		
2	Musadeq & Trav eso		57%	2	50%	2		
2	Musadeq & Trav eso		70%	2	50%	2		
2	Musadeq & Trav eso		74%	2	55%	2	1	
2	Musadeq & Trav eso		78%	3	55%	2		
2	Musadeq & Trav eso		61%	2	60%	2		
2	Musadeq & Trav eso		39%	1	65%	2		
2	Musadeq & Trav eso		70%	2	70%	2		
2	Musadeq & Trav eso		26%	1	75%	3		
2	Musadeq & Trav eso		87%	4	75%	3		
2	Musadeq & Trav eso		70%	2	80%	3		
2	Musadeq & Trav eso		74%	2	80%	3		
2	Musadeq & Trav eso		83%	3	80%	3		
2	Musadeq & Trav eso		87%	4	85%	4		
2	Musadeq & Trav eso		91%	4	85%	4		
2	Musadeq & Trav eso		83%	3	90%	4	1	
2	Musadeq & Trav eso		78%	3	90%	4		
2	Musadeq & Trav eso		83%	3	90%	4		
2	Musadeq & Trav eso		91%	4	90%	4		
2	Musadeq & Trav eso		48%	1	95%	4	1	
2	Musadeq & Trav eso		87%	4	95%	4	1	
2	Musadeq & Trav eso		91%	4	95%	4		
2	Musadeq & Trav eso		91%	4	95%	4		
2	Musadeq & Trav eso		87%	4	100%	4	1	
2	Musadeq & Trav eso		91%	4	100%	4		
2	Musadeq & Trav eso		Ex		Ex			
2	Musadeq & Trav eso		Ex		Ex			
2	Musadeq & Trav eso		N/A		N/A			
2	Musadeq & Trav eso							

Musadeq/Travieso ELA Totals		
Level	Number	Percent
1	5	18%
2	9	32%
3	5	18%
4	9	32%
Total	28	100%

Musadeq/Travieso Math Totals		
Level	Number	Percent
1	3	11%
2	7	26%
3	5	19%
4	12	44%
Total	27	100%

Grade 2 Totals		
	ELA	Math
Level 1	18%	11%
Level 2	32%	26%
Level 3	18%	19%
Level 4	32%	44%

Grade 2 Proficiency	
Musadeq/Travieso	
ELA	50%
Math	63%

Musadeq/Travieso ELA GLP		
Level	Number	Percent
Below	5	18%
On	11	39%
Above	12	43%
Total	28	100%

Musadeq/Travieso Math GLP		
Level	Number	Percent
Below	3	11%
On	9	33%
Above	15	56%
Total	27	100%

Pierce/Levine Totals		
	ELA	Math
Level 1	20%	60%
Level 2	60%	20%
Level 3	15%	10%
Level 4	5%	10%

Sosa/Hart Totals		
	ELA	Math
Level 1	16%	43%
Level 2	37%	43%
Level 3	37%	10%
Level 4	11%	5%

Grade 3 ELA Totals		
Level	Number	Percent
1	7	18%
2	19	49%
3	10	26%
4	3	8%
Total	39	100%

Grade 3 Math Totals		
Level	Number	Percent
1	21	51%
2	13	32%
3	4	10%
4	3	7%
Total	41	100%

Grade 3 Totals		
	ELA	Math
Level 1	18%	51%
Level 2	49%	32%
Level 3	26%	10%
Level 4	8%	7%

Grade3 Proficiency			
	Sosa/Hart	Pierce/Levine	Overall
ELA	47%	20%	33%
Math	14%	20%	17%

Grade 3 ELA GLP		
Level	Number	Percent
Below	7	18%
On	23	59%
Above	9	23%
Total	39	100%

Grade 3 Math GLP		
Level	Number	Percent
Below	21	51%
On	15	37%
Above	5	12%
Total	41	100%

Pierce/Levine ELA Totals		
Level	Number	Percent
1	4	20%
2	12	60%
3	3	15%
4	1	5%
Total	20	100%

Pierce/Levine Math Totals		
Level	Number	Percent
1	12	60%
2	4	20%
3	2	10%
4	2	10%
Total	20	100%

Sosa/Hart ELA Totals		
Level	Number	Percent
1	3	16%
2	7	37%
3	7	37%
4	2	11%
Total	19	100%

Sosa/Hart Math Totals		
Level	Number	Percent
1	9	43%
2	9	43%
3	2	10%
4	1	5%
Total	21	100%

Grade 4 ELA Totals		
Level	Number	Percent
1	13	45%
2	11	38%
3	2	7%
4	3	10%
Total	29	100%

Grade 4 Math Totals		
Level	Number	Percent
1	13	46%
2	8	29%
3	5	18%
4	2	7%
Total	28	100%

Grade 4 Totals		
	ELA	Math
Level 1	45%	46%
Level 2	38%	29%
Level 3	7%	18%
Level 4	10%	7%

Grade 4 Proficiency		
	Perten/Zuyeva	
ELA	17%	
Math	25%	

Grade 4 ELA GLP		
Level	Number	Percent
Below	13	45%
On	13	45%
Above	3	10%
Total	29	100%

Grade 4 Math GLP		
Level	Number	Percent
Below	13	46%
On	10	36%
Above	5	18%
Total	28	100%

Grade 5 ELA Totals		
Level	Number	Percent
1	15	47%
2	8	25%
3	5	16%
4	4	13%
Total	32	100%

Grade 5 Math Totals		
Level	Number	Percent
1	15	56%
2	7	26%
3	2	7%
4	3	11%
Total	27	100%

Grade 5 Totals		
	ELA	Math
Level 1	47%	56%
Level 2	25%	26%
Level 3	16%	7%
Level 4	13%	11%

Grade 5 Proficiency		
Haynes/Wilson/Delaney		
ELA	28%	
Math	19%	

Grade 5 ELA GLP		
Level	Number	Percent
Below	15	47%
On	10	31%
Above	7	22%
Total	32	100%

Grade 5 Math GLP		
Level	Number	Percent
Below	15	56%
On	9	33%
Above	3	11%
Total	27	100%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level
3	Pierce/Levine		27%	1	8%	1
4	Perten/Zuyeva		35%	1	14%	1
4	Perten/Zuyeva		35%	1	20%	1
4	Perten/Zuyeva		20%	1	23%	1
4	Perten/Zuyeva		5%	1	26%	1
3	Pierce/Levine		32%	1	28%	1
3	Pierce/Levine		68%	2	28%	1
4	Perten/Zuyeva		30%	1	31%	1
1	Paulino & Re		39%	1	32%	1
5	Haynes/Wilso		18%	1	33%	1
5	Haynes/Wilso		24%	1	33%	1
3	Pierce/Levine		50%	2	33%	1
5	Haynes/Wilso		58%	2	33%	1
5	Haynes/Wilso		78%	3	39%	1
2	Musadeq & Trav es		48%	1	40%	1
3	Pierce/Levine		41%	1	43%	1
1	Paulino & Re		70%	2	47%	1
3	Pierce/Levine		82%	3	50%	2
4	Perten/Zuyeva		60%	2	54%	2
4	Perten/Zuyeva		65%	2	54%	2
2	Musadeq & Trav es		74%	2	55%	2
5	Haynes/Wilso		81%	3	55%	2
1	Paulino & Re		45%	1	63%	2
1	Paulino & Re		67%	2	63%	2
4	Perten/Zuyeva		70%	2	63%	2
3	Pierce/Levine		55%	2	65%	2
K	Man as/Custer		70%	2	75%	3
3	Sosa/Hart		82%	3	75%	3
1	Paulino & Re		48%	1	83%	3
2	Musadeq & Trav es		83%	3	90%	4
2	Musadeq & Trav es		48%	1	95%	4
2	Musadeq & Trav es		87%	4	95%	4
2	Musadeq & Trav es		87%	4	100%	4
5	Haynes/Wilso		0%			
5	Haynes/Wilso		30%	1		
5	Haynes/Wilso		35%	1		
K	Man as/Custer		70%	2		

Special Education ELA Totals		
	Number	Percent
1	17	48.6%
2	12	34.3%
3	4	11.4%
4	2	5.7%
Total	35	100.0%

Non-SPED ELA Totals		
	Number	Percent
1	30	21.4%
2	57	40.7%
3	21	15.0%
4	32	22.9%
Total	140	100.0%

Special Education Math Totals		
	Number	Percent
1	17	51.5%
2	9	27.3%
3	3	9.1%
4	4	12.1%
Total	33	100.0%

Non-SPED Math Totals		
	Number	Percent
1	44	31.2%
2	41	29.1%
3	28	19.9%
4	28	19.9%
Total	141	100.0%

Special Education Totals		
	ELA	Math
Level 1	49%	52%
Level 2	34%	27%
Level 3	11%	9%
Level 4	6%	12%

Non-SPED Totals		
	ELA	Math
Level 1	21.4%	31.2%
Level 2	40.7%	29.1%
Level 3	15.0%	19.9%
Level 4	22.9%	19.9%

Special Education	
ELA	17%
Math	21%

Non-SPED Proficiency	
ELA	37.9%
Math	39.7%

Proficiency SPED vs. Not SPED		
	SPED	Not SPED
ELA	17%	38%
Math	21%	40%

END OF YEAR ASSESSMENT

Schoolwide Proficiency		
	ELA	Math
K	37%	72%
1	43%	56%
2	46%	72%
3	19%	5%
4	11%	22%
5	7%	12%

Averages		
	ELA	Math
K	69%	75%
1	64%	73%
2	66%	80%
3	55%	51%
4	48%	47%
5	55%	48%

Averages		
	ELA	Math
Manias	69%	75%
Paulino	64%	73%
Musadeq	66%	80%
Pierce	51%	51%
Sosa	58%	52%
Zuyeva	48%	47%
Haynes	55%	48%

Custer/Manias ELA Totals		
Level	Number	Percent
1	2	11%
2	10	53%
3	1	5%
4	6	32%
Total	19	100%

Custer/Manias Math Totals		
Level	Number	Percent
1	1	4%
2	6	24%
3	1	4%
4	17	68%
Total	25	100%

Grade K Totals		
	ELA	Math
Level 1	11%	4%
Level 2	53%	24%
Level 3	5%	4%
Level 4	32%	68%

Grade K Proficiency	
	Custer/Manias
ELA	37%
Math	72%

Custer/Manias ELA GLP		
Level	Number	Percent
Below	2	11%
On	9	50%
Above	7	39%
Total	18	100%

Custer/Manias Math GLP		
Level	Number	Percent
Below	0	0%
On	7	29%
Above	17	71%
Total	24	100%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level	IEP
1	Paulino & Reyes		63%	2	30%	1	1
1	Paulino & Reyes		50%	2	39%	1	1
1	Paulino & Reyes		83%	3	58%	2	1
1	Paulino & Reyes		38%	1	63%	2	1
1	Paulino & Reyes		51%	2	75%	3	1
1	Paulino & Reyes		0%		0%		
1	Paulino & Reyes		25%	1	0%		
1	Paulino & Reyes		0%		55%	2	
1	Paulino & Reyes		38%	1	60%	2	
1	Paulino & Reyes		40%	1	60%	2	
1	Paulino & Reyes		71%	2	66%	2	
1	Paulino & Reyes		42%	1	67%	2	
1	Paulino & Reyes		38%	1	70%	2	
1	Paulino & Reyes		67%	2	70%	2	
1	Paulino & Reyes		63%	2	71%	2	
1	Paulino & Reyes		96%	4	75%	3	
1	Paulino & Reyes		71%	2	80%	3	
1	Paulino & Reyes		92%	4	90%	4	
1	Paulino & Reyes		94%	4	90%	4	
1	Paulino & Reyes		71%	2	95%	4	
1	Paulino & Reyes		83%	3	95%	4	
1	Paulino & Reyes		83%	3	96%	4	
1	Paulino & Reyes		56%	2	100%	4	
1	Paulino & Reyes		75%	3	100%	4	
1	Paulino & Reyes		79%	3	100%	4	
1	Paulino & Reyes		83%	3	100%	4	
1	Paulino & Reyes		96%	4	100%	4	
1	Paulino & Reyes		96%	4	100%	4	
1	Paulino & Reyes		100%	4	100%	4	

Paulino/Reyes ELA Totals		
Level	Number	Percent
1	6	21%
2	9	32%
3	6	21%
4	6	21%
Total	28	100%

Paulino/Reyes Math Totals		
Level	Number	Percent
1	2	7%
2	10	37%
3	3	11%
4	12	44%
Total	27	100%

Grade 1 Totals		
	ELA	Math
Level 1	21%	7%
Level 2	32%	37%
Level 3	21%	11%
Level 4	21%	44%

Grade 1 Proficiency	
	Paulino/Reyes
ELA	43%
Math	56%

Paulino/Reyes ELA GLP		
Level	Number	Percent
Below	6	21%
On	11	39%
Above	10	36%
Total	28	100%

Paulino/Reyes Math GLP		
Level	Number	Percent
Below	2	7%
On	12	44%
Above	13	48%
Total	27	100%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level	IEP	New Student
2	Musadeq & Trav eso		36%	1	35%	1	1	
2	Musadeq & Trav eso		44%	1	45%	1	1	
2	Musadeq & Trav eso		84%	3	90%	4	1	
2	Musadeq & Trav eso		80%	3	100%	4	1	
2	Musadeq & Trav eso		A		A		1	
2	Musadeq & Trav eso		A		A		1	
2	Musadeq & Trav eso		48%	1	45%	1		
2	Musadeq & Trav eso		28%	1	50%	2		
2	Musadeq & Trav eso		76%	3	60%	2		
2	Musadeq & Trav eso		52%	2	65%	2		
2	Musadeq & Trav eso				70%	2		
2	Musadeq & Trav eso		64%	2	75%	3		
2	Musadeq & Trav eso		48%	1	80%	3		
2	Musadeq & Trav eso		48%	1	80%	3		
2	Musadeq & Trav eso		64%	2	80%	3		
2	Musadeq & Trav eso		80%	3	80%	3		
2	Musadeq & Trav eso		56%	2	85%	4		
2	Musadeq & Trav eso		68%	2	85%	4		
2	Musadeq & Trav eso		64%	2	95%	4		
2	Musadeq & Trav eso		80%	3	95%	4		
2	Musadeq & Trav eso		80%	3	95%	4		
2	Musadeq & Trav eso		80%	3	95%	4		
2	Musadeq & Trav eso		84%	3	95%	4		
2	Musadeq & Trav eso		88%	4	95%	4		
2	Musadeq & Trav eso		68%	2	100%	4		
2	Musadeq & Trav eso		76%	3	100%	4		
2	Musadeq & Trav eso		88%	4	100%	4		
2	Musadeq & Trav eso		A		A			
2	Musadeq & Trav eso		A		A			
2	Musadeq & Trav eso		Ex		EX			
2	Musadeq & Trav eso		Ex		EX			
2	Musadeq & Trav eso							

Musadeq/Travieso ELA Totals		
Level	Number	Percent
1	6	25%
2	7	29%
3	9	38%
4	2	8%
Total	24	100%

Musadeq/Travieso Math Totals		
Level	Number	Percent
1	3	12%
2	4	16%
3	5	20%
4	13	52%
Total	25	100%

Grade 2 Totals		
	ELA	Math
Level 1	25%	12%
Level 2	29%	16%
Level 3	38%	20%
Level 4	8%	52%

Grade 2 Proficiency	
Musadeq/Travieso	
ELA	46%
Math	72%

Musadeq/Travieso ELA GLP		
Level	Number	Percent
Below	6	25%
On	9	38%
Above	9	38%
Total	24	100%

Musadeq/Travieso Math GLP		
Level	Number	Percent
Below	3	12%
On	5	20%
Above	17	68%
Total	25	100%

Pierce/Levine Totals		
	ELA	Math
Level 1	28%	53%
Level 2	61%	37%
Level 3	11%	11%
Level 4	0%	0%

Sosa/Hart Totals		
	ELA	Math
Level 1	26%	21%
Level 2	47%	79%
Level 3	11%	0%
Level 4	16%	0%

Grade 3 ELA Totals		
Level	Number	Percent
1	10	27%
2	20	54%
3	4	11%
4	3	8%
Total	37	100%

Grade 3 Math Totals		
Level	Number	Percent
1	14	37%
2	22	58%
3	2	5%
4	0	0%
Total	38	100%

Grade 3 Totals		
	ELA	Math
Level 1	27%	37%
Level 2	54%	58%
Level 3	11%	5%
Level 4	8%	0%

Grade3 Proficiency			
	Sosa/Hart	Pierce/Levine	Overall
ELA	26%	11%	19%
Math	0%	11%	5%

Grade 3 ELA GLP		
Level	Number	Percent
Below	10	27%
On	22	59%
Above	5	14%
Total	37	100%

Grade 3 Math GLP		
Level	Number	Percent
Below	14	37%
On	23	61%
Above	1	3%
Total	38	100%

Pierce/Levine ELA Totals		
Level	Number	Percent
1	5	28%
2	11	61%
3	2	11%
4	0	0%
Total	18	100%

Pierce/Levine Math Totals		
Level	Number	Percent
1	10	53%
2	7	37%
3	2	11%
4	0	0%
Total	19	100%

Sosa ELA Totals		
Level	Number	Percent
1	5	26%
2	9	47%
3	2	11%
4	3	16%
Total	19	100%

Sosa/Hart Math Totals		
Level	Number	Percent
1	4	21%
2	15	79%
3	0	0%
4	0	0%
Total	19	100%

Grade 4 ELA Totals		
Level	Number	Percent
1	10	37%
2	14	52%
3	2	7%
4	1	4%
Total	27	100%

Grade 4 Math Totals		
Level	Number	Percent
1	13	48%
2	8	30%
3	4	15%
4	2	7%
Total	27	100%

Grade 4 Totals		
	ELA	Math
Level 1	37%	48%
Level 2	52%	30%
Level 3	7%	15%
Level 4	4%	7%

Grade 4 Proficiency		
	Perten/Zuyeva	
ELA	11%	
Math	22%	

Grade 4 ELA GLP		
Level	Number	Percent
Below	10	37%
On	15	56%
Above	2	7%
Total	27	100%

Grade 4 Math GLP		
Level	Number	Percent
Below	13	48%
On	9	33%
Above	5	19%
Total	27	100%

Grade 5 ELA Totals		
Level	Number	Percent
1	15	56%
2	10	37%
3	2	7%
4	0	0%
Total	27	100%

Grade 5 Math Totals		
Level	Number	Percent
1	16	62%
2	7	27%
3	1	4%
4	2	8%
Total	26	100%

Grade 5 Totals		
	ELA	Math
Level 1	56%	62%
Level 2	37%	27%
Level 3	7%	4%
Level 4	0%	8%

Grade 5 Proficiency		
Haynes/Wilson/Delaney		
ELA	7%	
Math	12%	

Grade 5 ELA GLP		
Level	Number	Percent
Below	15	47%
On	11	34%
Above	6	19%
Total	32	100%

Grade 5 Math GLP		
Level	Number	Percent
Below	16	62%
On	8	31%
Above	2	8%
Total	26	100%

Grade	Teachers	Student Name	ELA Raw Score	ELA Performance Level	Math Raw Score	Math Performance Level
2	Musadeq & Trav es		36%	1	35%	1
2	Musadeq & Trav es		44%	1	45%	1
3	Pierce/Levine		14%	1	21%	1
4	Perten/Zuyeva		30%	1	17%	1
4	Perten/Zuyeva		15%	1	22%	1
4	Perten/Zuyeva		45%	1	22%	1
4	Perten/Zuyeva		25%	1	44%	1
5	Haynes/Wilso		47%	1	18%	1
5	Haynes/Wilso		9%	1	32%	1
5	Haynes/Wilso		33%	1	46%	1
1	Paulino & Re		63%	2	30%	1
1	Paulino & Re		50%	2	39%	1
3	Pierce/Levine		64%	2	45%	1
5	Haynes/Wilso		50%	2	32%	1
3	Pierce/Levine		82%	3	45%	1
3	Pierce/Levine		0%		47%	1
1	Paulino & Re		38%	1	63%	2
3	Pierce/Levine		36%	1	53%	2
5	Haynes/Wilso		15%	1	57%	2
3	Pierce/Levine		73%	2	50%	2
4	Perten/Zuyeva		65%	2	54%	2
4	Perten/Zuyeva		70%	2	63%	2
4	Perten/Zuyeva		60%	2	67%	2
5	Haynes/Wilso		56%	2	71%	2
1	Paulino & Re		83%	3	58%	2
3	Sosa/Hart		86%	4	74%	2
K	Man as/Custer				70%	2
1	Paulino & Re		51%	2	75%	3
3	Pierce/Levine		64%	2	78%	3
K	Man as/Custer				75%	3
K	Man as/Custer		50%	2	85%	4
2	Musadeq & Trav es		84%	3	90%	4
2	Musadeq & Trav es		80%	3	100%	4
4	Perten/Zuyeva		25%	1	0%	
5	Haynes/Wilso		17%	1		
5	Haynes/Wilso		45%	1		

Special Education ELA Totals		
	Number	Percent
1	16	48.5%
2	12	36.4%
3	4	12.1%
4	1	3.0%
Total	33	100.0%

Non-SPED ELA Totals		
	Number	Percent
1	33	24.8%
2	58	43.6%
3	20	15.0%
4	22	16.5%
Total	133	100.0%

Special Education Math Totals		
	Number	Percent
1	16	48.5%
2	11	33.3%
3	3	9.1%
4	3	9.1%
Total	33	100.0%

Non-SPED Math Totals		
	Number	Percent
1	33	24.4%
2	46	34.1%
3	13	9.6%
4	43	31.9%
Total	135	100.0%

Special Education Totals		
	ELA	Math
Level 1	48%	48%
Level 2	36%	33%
Level 3	12%	9%
Level 4	3%	9%

Non-SPED Totals		
	ELA	Math
Level 1	24.8%	24.4%
Level 2	43.6%	34.1%
Level 3	15.0%	9.6%
Level 4	16.5%	31.9%

Special Education	
ELA	15%
Math	18%

Non-SPED	
ELA	31.6%
Math	41.5%

Proficiency SPED vs. Not SPED		
	SPED	Not SPED
ELA	15%	32%
Math	18%	41%



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

Charter School Name:	Sisulu-Walker Charter School of Harlem
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Gladys Lamb
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:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

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 \$750,000; 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. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	N/A
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	On Extension
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
8) Corrective Action Plan	N/A

SISULU-WALKER CHARTER SCHOOL OF HARLEM

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 3,092,656	\$ -	\$ 3,092,656	\$ 3,319,794
Students with disabilities	539,895	-	539,895	387,323
Grants and Contracts				
State and local	-	-	-	40,456
Federal - Title and IDEA	260,313	-	260,313	147,547
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	3,892,864	-	3,892,864	3,895,120
EXPENSES				
Program Services				
Regular Education	\$ 2,053,797	\$ -	\$ 2,053,797	\$ 2,195,825
Special Education	1,604,614	-	1,604,614	1,149,351
Other Programs	-	-	-	-
Total Program Services	3,658,411	-	3,658,411	3,345,176
Management and general	571,878	-	571,878	727,411
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	4,230,289	-	4,230,289	4,072,587
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(337,425)	-	(337,425)	(177,467)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	114,947	-	114,947	39,938
Fundraising	-	-	-	-
Interest income	4,716	-	4,716	12,592
Miscellaneous income	456,000	-	456,000	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	575,663	-	575,663	52,530
CHANGE IN NET ASSETS	238,238	-	238,238	(124,937)
NET ASSETS BEGINNING OF YEAR	690,738	-	690,738	815,675
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 928,976	\$ -	\$ 928,976	\$ 690,738

SISULU-WALKER CHARTER SCHOOL OF HARLEM
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 238,240	\$ (124,936)
Revenues from School Districts	-	-
Accounts Receivable	43,055	(25,978)
Due from School Districts	-	-
Depreciation	54,479	31,845
Grants Receivable	(136,243)	45,259
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(17,900)	-
Accounts Payable	33,420	29,225
Accrued Expenses	44,540	31,966
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	(8,548)	(11,456)
Interest payments	-	-
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 251,043	\$ (24,075)
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(274,884)	(54,101)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (274,884)	\$ (54,101)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	(456,000)	456,000
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ (456,000)	\$ 456,000
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ (479,841)	\$ 377,824
Cash at beginning of year	1,290,838	913,014
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 810,997	\$ 1,290,838

SISULU-WALKER CHARTER SCHOOL OF HARLEM
Statement of Functional Expenses
as of June 30, 2021

		2020-21							2019-20		
		Program Services				Supporting Services					
No. of Positions		Regular Education			Total	Management and		Total	Total		
		Education	Special Education	Other Education		Fund-raising	General				
	Personnel Services Costs	\$	\$	\$	\$	\$	\$	\$	\$	\$	
	Administrative Staff Personnel	4.00	163,803	102,377	-	266,180	-	143,328	143,328	409,508	447,591
	Instructional Personnel	21.00	963,353	790,850	-	1,754,203	-	-	-	1,754,203	1,544,462
	Non-Instructional Personnel	6.00	-	-	-	-	-	170,874	170,874	170,874	302,307
	Total Salaries and Staff	31.00	1,127,156	893,227	-	2,020,383	-	314,202	314,202	2,334,585	2,294,360
	Fringe Benefits & Payroll Taxes		256,156	202,994	-	459,150	-	32,572	32,572	491,722	518,509
	Retirement		31,312	24,814	-	56,126	-	3,982	3,982	60,108	53,261
	Management Company Fees		-	-	-	-	-	-	-	-	-
	Legal Service		-	-	-	-	-	-	-	-	6,361
	Accounting / Audit Services		-	-	-	-	-	145,617	145,617	145,617	140,754
	Other Purchased / Professional / Consulting Services		80,438	63,744	-	144,182	-	10,228	10,228	154,410	120,912
	Building and Land Rent / Lease / Facility Finance Interest		250,319	198,368	-	448,687	-	31,830	31,830	480,517	480,645
	Repairs & Maintenance		18,932	15,003	-	33,935	-	2,407	2,407	36,342	62,565
	Insurance		31,029	24,589	-	55,618	-	3,946	3,946	59,564	53,329
	Utilities		24,065	19,071	-	43,136	-	3,060	3,060	46,196	73,660
	Supplies / Materials		51,504	23,449	-	74,953	-	2,180	2,180	77,133	56,938
	Equipment / Furnishings		1,234	978	-	2,212	-	157	157	2,369	-
	Staff Development		42,200	32,264	-	74,464	-	5,070	5,070	79,534	12,845
	Marketing / Recruitment		10,997	5,708	-	16,705	-	642	642	17,347	55,310
	Technology		29,402	23,300	-	52,702	-	3,739	3,739	56,441	22,737
	Food Service		-	-	-	-	-	-	-	-	-
	Student Services		2,749	789	-	3,538	-	-	-	3,538	20,567
	Office Expense		52,820	41,858	-	94,678	-	6,717	6,717	101,395	53,017
	Depreciation		28,380	22,490	-	50,870	-	3,609	3,609	54,479	31,845
	OTHER		15,104	11,968	-	27,072	-	1,920	1,920	28,992	14,972
	Total Expenses		\$ 2,053,797	\$ 1,604,614	\$ -	\$ 3,658,411	\$ -	\$ 571,878	\$ 571,878	\$ 4,230,289	\$ 4,072,587

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Sisulu Walker Charter School of Harlem
Name of trustee (print):	Martez R. Moore
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chairman
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions		
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].		<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	N/A	
1b) Salary:	N/A	
1c) Start date:	N/A	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A	N/A	N/A	N/A	N/A

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Trustee Signature

Signature:

Martez R. Moore

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	The Sisulu Walker Charter School of Harlem
Name of trustee (print):	Minnie Goka
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chairman
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	0
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Minnie Goka gl

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Sisulu Walker Charter School
Name of trustee (print):	Jeremy Harris
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	[REDACTED]

Home Address
Please complete with changes only:
Street:
City, State Zip:
Phone:

Business Address
Please complete with changes only:
Business Name:
Street:
City, State Zip:
Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

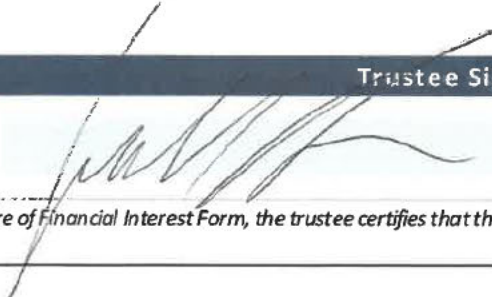
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Sisulu-Walker Charter School of Harlem
Name of trustee (print):	Monique Ware
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Monique Ware

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Sisulu Walker Charter School
Name of trustee (print):	Joseph M. Drayton
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

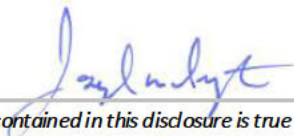
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	SISULU-WALKER CHARTER SCHOOL OF HARLEM
Name of trustee (print):	Erika L. Ewing
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Academic Committee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Sisulu Walker
Name of trustee (print):	Rita Hanes
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Co Chair Academic Committee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: **Rita Hanes** Digitally signed by Rita Hanes
Date: 2021 07 26 09:06:15 04 00

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

Sisulu-Walker Charter School of Harlem, Inc.

**Financial Statements
and
Independent Auditors' Report**

June 30, 2021

Sisulu-Walker Charter School of Harlem, Inc.

Financial Statements

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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, 2021, and the related statements of activities, functional expenses 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, 2021, 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.

Report on Summarized Comparative Information

We have previously audited Sisulu-Walker Charter School of Harlem, Inc.'s 2020 financial statements, and our report dated October 20, 2020, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2020, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 27, 2021, 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

October 27, 2021

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Financial Position
June 30, 2021
(With Summarized Comparative Information For June 30, 2020)

ASSETS	2021	2020
	<hr/>	<hr/>
Current Assets		
Cash	\$ 810,997	\$ 1,290,838
Due from Government Agencies (Note 3)	209,151	107,417
Prepaid Expenses	17,900	-
	<hr/>	<hr/>
Total Current Assets	1,038,048	1,398,255
	<hr/>	<hr/>
Fixed Assets		
Leasehold Improvements	218,912	134,517
Equipment, Furniture and Fixtures	950,502	760,013
	<hr/>	<hr/>
	1,169,414	894,530
Less: Accumulated Depreciation	(845,619)	(791,140)
	<hr/>	<hr/>
Total Fixed Assets	323,795	103,390
	<hr/>	<hr/>
Other Assets		
Security Deposits	37,500	37,500
	<hr/>	<hr/>
Total Other Assets	37,500	37,500
	<hr/>	<hr/>
Total Assets	\$ 1,399,343	\$ 1,539,145
	<hr/> <hr/>	<hr/> <hr/>
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts Payable and Accrued Expenses	\$ 121,438	\$ 89,078
Accrued Payroll and Related Expenses	348,929	303,329
	<hr/>	<hr/>
Total Current Liabilities	470,367	392,407
	<hr/>	<hr/>
Long-Term Liabilities		
Loan Payable (Note 5)	-	456,000
	<hr/>	<hr/>
Total Liabilities	470,367	848,407
	<hr/>	<hr/>
Net Assets		
Net Assets Without Donor Restrictions	928,976	690,738
	<hr/>	<hr/>
Total Liabilities and Net Assets	\$ 1,399,343	\$ 1,539,145
	<hr/> <hr/>	<hr/> <hr/>

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Activities
For the year ended June 30, 2021
(With Summarized Comparative Information For The Year Ended June 30, 2020)

NET ASSETS WITHOUT DONOR RESTRICTIONS

PUBLIC SUPPORT AND REVENUE

	2021	2020
Resident Student Enrollment	\$ 3,632,551	\$ 3,707,117
Grants and Contracts		
Federal Funding	260,313	147,547
State Funding	-	40,456
PPP Loan Forgiveness	456,000	-
Corporate Contributions	114,947	39,938
Interest Income	4,716	12,592
Total Public Support and Revenue	4,468,527	3,947,650

EXPENSES

Program Services		
Regular Education	2,053,797	2,195,825
Special Education	1,604,614	1,149,351
Total Program Expenses	3,658,411	3,345,176
Supporting Services		
Management and General	571,878	727,411
Total Expenses	4,230,289	4,072,587
Total Change in Net Assets	238,238	(124,937)
Net Assets, Beginning of Year	690,738	815,675
Net Assets, End of Year	\$ 928,976	\$ 690,738

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Functional Expenses
For the year ended June 30, 2021
(With Summarized Comparative Information For The Year Ended June 30, 2020)

	<u>Regular Education</u>	<u>Special Education</u>	<u>Total Programs</u>	<u>Support Services</u>	<u>2021</u>	<u>2020</u>
<u>Personnel Service Costs</u>						
Salaries						
Administrative Staff Personnel	\$ 163,803	\$ 102,377	266,180	\$ 143,328	\$ 409,508	447,591
Instructional Personnel	963,353	790,850	1,754,203	-	1,754,203	1,544,462
Non-Instructional Personnel	-	-	-	170,874	170,874	302,307
Total Personnel Costs	<u>1,127,156</u>	<u>893,227</u>	<u>2,020,383</u>	<u>314,202</u>	<u>2,334,585</u>	<u>2,294,360</u>
Fringe Benefits	158,797	125,840	284,637	20,192	304,829	334,699
Payroll Taxes	97,359	77,154	174,513	12,380	186,893	183,810
Retirement Benefits	31,312	24,814	56,126	3,982	60,108	53,261
Total Personnel and Related Expenses	<u>287,468</u>	<u>227,808</u>	<u>515,276</u>	<u>36,554</u>	<u>551,830</u>	<u>571,770</u>
<u>Operating Expenses</u>						
Consultants - Education (Note 6)	80,438	63,744	144,182	10,228	154,410	120,912
Legal	-	-	-	-	-	6,361
Insurance	31,029	24,589	55,618	3,946	59,564	53,329
Supplies and Materials	51,504	23,449	74,953	2,180	77,133	56,938
Technology	29,402	23,300	52,702	3,739	56,441	22,737
Occupancy	250,319	198,368	448,687	31,830	480,517	480,645
Utilities	24,065	19,071	43,136	3,060	46,196	73,660
Student Services	2,749	789	3,538	-	3,538	20,567
Staff Development	42,200	32,264	74,464	5,070	79,534	12,845
Marketing and Recruitment	10,997	5,708	16,705	642	17,347	55,310
Accounting and Audit Fees	-	-	-	145,617	145,617	140,754
Office Expenses	52,820	41,858	94,678	6,717	101,395	53,017
Maintenance and Repairs	18,932	15,003	33,935	2,407	36,342	62,565
Equipment and Furnishings	1,234	978	2,212	157	2,369	-
Depreciation	28,380	22,490	50,870	3,609	54,479	31,845
Other Expenses	15,104	11,968	27,072	1,920	28,992	14,972
Total Operating Expenses	<u>639,173</u>	<u>483,579</u>	<u>1,122,752</u>	<u>221,122</u>	<u>1,343,874</u>	<u>1,206,457</u>
TOTAL EXPENSES	<u>\$ 2,053,797</u>	<u>\$ 1,604,614</u>	<u>\$ 3,658,411</u>	<u>\$ 571,878</u>	<u>\$ 4,230,289</u>	<u>\$ 4,072,587</u>

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Cash Flows
For the year ended June 30, 2021
(With Summarized Comparative Information For The Year Ended June 30, 2020)

	2021	2020
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from Resident Student Enrollment	\$ 3,624,003	\$ 3,695,661
Receipts from Grants and Contributions	738,074	247,223
Receipts from Other Revenue	4,716	12,592
Payments to Employees	(2,840,815)	(2,816,797)
Payments to Vendors and Suppliers	(1,274,935)	(1,162,754)
Net Cash Provided by Operating Activities	251,043	(24,075)
CASH FLOWS FROM INVESTING ACTIVITIES		
Payments for Leasehold Improvements	(84,395)	(14,090)
Purchases of Equipment, Furniture and Fixtures	(190,489)	(40,011)
Net Cash Used In Investing Activities	(274,884)	(54,101)
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan Payable - (Forgiveness) Proceeds	(456,000)	456,000
Net Cash Used In Financing Activities	(456,000)	456,000
NET (DECREASE) INCREASE IN CASH	(479,841)	377,824
CASH AT BEGINNING OF YEAR	1,290,838	913,014
CASH AT END OF YEAR	\$ 810,997	\$ 1,290,838

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2021

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 2014, 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 2016 and extended thru 2021.

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.

Basis of Presentation

Under the provisions of the Guide, net assets and revenues, and gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the Organization and changes therein are classified as follows:

Net assets without donor restrictions: Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the Organization. The Organization's board may designate assets without restrictions for specific operational purposes from time to time.

Net assets with donor restrictions: Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the Organization or by the passage of time. Other donor restrictions are perpetual in nature, where by the donor has stipulated the funds be maintained in perpetuity.

Earnings related to restricted net assets will be included in net assets without donor restrictions unless otherwise specifically required to be included in donor-restricted net assets by the donor or by applicable state law.

All net assets of the Organization at June 30, 2021 were considered to be net assets without donor restrictions.

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.

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.

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.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2021

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Tax Exempt Status

The School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income. The School has filed for and received income tax exemptions in the jurisdictions where it is required to do so.

The School files the Form 990 in the U.S. federal jurisdiction. With few exceptions, as of June 30, 2021, the School is no longer subject to U.S. Federal income tax examinations by tax authorities for the years ended prior to June 30, 2018. The tax returns for the years ended June 30, 2018 through June 30, 2020 are still subject to potential audit by the IRS. Management of the School believes it has no material uncertain tax positions and, accordingly it has not recognized any liability for unrecognized tax benefits.

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.

Support and Revenue Recognition

Unconditional contributions are recognized when pledged and recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Conditional promises to give are recognized when the conditions on which they depend are substantially met. Gifts of cash and other assets are reported with donor restricted support if they are received with donor stipulations that limit the use of the donated assets. When a restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. Donor-restricted contributions whose restrictions are met in the same reporting period are reported as net assets without donor restriction support.

Revenue from grants and contracts is recognized as the related costs are incurred under the grant or contract agreement. This support may be subject to approved budgets, as amended, and may be subject to possible adjustment after audit by the granting agencies. The fiscal periods of these grants and contracts may differ from the fiscal year end of the School. The School believes all accounts receivable at June 30, 2021 will be fully collected. Accordingly, no allowance for doubtful accounts is required. Deferred amounts represent cash received in advance of related expenditures.

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.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2021

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Liquidity

Assets are presented in the accompanying statement of financial position according to their nearness of conversion to cash and liabilities according to the nearness of their maturity and resulting in use of cash.

Comparative Financial Information

The June 30, 2020 financial statements include certain prior year summarized comparative information in total but not by net asset class. As a result, the June 30, 2020 comparative information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such June 30, 2020 information should be read in conjunction with the School's financial statements for the year ended June 30, 2020, from which the summarized information was derived.

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, 2021, \$209,151 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 \$60,108 for 2021. 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.

NOTE 5 – LOANS PAYABLE

On April 29, 2020, the School was granted a loan from in the aggregate amount of \$456,000, pursuant to the Paycheck Protection Program (the "PPP") under Division A, Title I of the CARES Act, which was enacted March 27, 2020. The loan, which was in the form of Note dated April 29, 2020 issued by the School, matures on April 29, 2022 and bears interest at a rate of 1.00% per annum, payable monthly commencing on November 29, 2020. The Note may be prepaid by the School at any time prior to maturity with no prepayment penalties. Funds from the loan may only be used for payroll costs, costs used to continue group health care benefits, mortgage payments, rent, utilities, and interest on other debt obligations incurred before February 15, 2020. The School intends to use the entire loan amount for qualifying expenses. Under the terms of the PPP, certain amounts of the loan may be forgiven if they are used for qualifying expenses as described in the CARES Act.

The School used the PPP loan proceeds for purposes consistent with the PPP and applied for forgiveness within 56 months of the end of the covered period. The Small Business Administration ("SBA") determined that the amount the School requested for forgiveness ("Forgiven Amount") on the PPP loan was fully approved and the SBA remitted the Forgiven Amount to Signature Bank. The School's PPP loan was paid in full (including applicable interest) on March 30, 2021.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2021

NOTE 6 – CONSULTANTS - EDUCATION

In January 2007, the School entered into a Second Charter School Management 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. VSI d/b/a BoostEd Finance and the School replaced that certain agreement with another agreement, effective July 1, 2020,. BoostEd shall provide the School with the services outlined on Statement of Work of the agreement. In exchange for the services, the School shall pay to BoostEd the service fee outlined on the Statement of Work.

NOTE 7 – COMMITMENTS

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. For the fiscal year ended June 30, 2021, rent expense paid was \$477,405.

Operating Lease

The School entered into an operating lease agreement for equipment on August 22, 2017. The lease begins on September 1, 2017 and calls for monthly payments of \$2,550 and expires on November 30, 2020. The School entered into a new operating lease agreement for equipment on August 21, 2020. The lease begins on September 1, 2020 and calls for monthly payments of \$2,000 and expires on November 30, 2023.

Future minimum rental payments under the terms of this lease are as follows:

Year Ending June 30,	Amount
2022	\$ 24,000
2023	24,000
2024	16,000
	\$ 64,000

NOTE 8 – CONTINGENCY

The School participates in a number of Federal and State programs. These programs require the School comply with certain requirements 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 results of operations. Accordingly, no provision for such liability that may result has been made in the accompanying financial statements.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2021

NOTE 9 – CONCENTRATIONS

Financial instruments that potentially subject the School to a concentration of credit risk include cash accounts at major financial institutions which, at times may exceed the Federal Deposit Insurance Corporation insured limit of \$250,000 and Due from Government Agencies. Management believes that there is little risk in any losses and has not experienced any losses in such accounts. Management also believes that credit risk with respect to Due from Government Agencies is limited since the amounts are due from local and federal government programs.

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.

NOTE 10 – LIQUIDITY AND AVAILABILITY OF FINANCIAL RESOURCES

At June 30, 2021, the School has \$1,020,148 of financial assets to meet needs for general expenditures consisting of cash of \$810,997 and due from government agencies of \$209,151. None of the financial assets are subject to donor or other contractual restrictions. Accordingly, all such funds are available to meet the cash needs of the organization in the next 12 months.

In addition to financial assets available to meet general expenditures over the year, the School operates with a balanced budget and anticipates covering its general expenditures by collecting sufficient tuition and other revenues. The statement of cash flows identifies the sources and uses of the School's cash and shows positive cash generated by operations of \$251,043 for fiscal year ending June 30, 2021.

NOTE 11 – 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 October 27, 2021, for these financial statements.

**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, 2021 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 October 27, 2021.

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 and therefore, material weaknesses or significant deficiencies may exist that were not identified. 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

October 27, 2021



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

Charter School Name:	Sisulu-Walker Charter School of Harlem
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Gladys Lamb
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:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

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 \$750,000; 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. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	N/A
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	On Extension
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
8) Corrective Action Plan	N/A

SISULU-WALKER CHARTER SCHOOL OF HARLEM

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 3,092,656	\$ -	\$ 3,092,656	\$ 3,319,794
Students with disabilities	539,895	-	539,895	387,323
Grants and Contracts				
State and local	-	-	-	40,456
Federal - Title and IDEA	260,313	-	260,313	147,547
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	3,892,864	-	3,892,864	3,895,120
EXPENSES				
Program Services				
Regular Education	\$ 2,053,797	\$ -	\$ 2,053,797	\$ 2,195,825
Special Education	1,604,614	-	1,604,614	1,149,351
Other Programs	-	-	-	-
Total Program Services	3,658,411	-	3,658,411	3,345,176
Management and general	571,878	-	571,878	727,411
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	4,230,289	-	4,230,289	4,072,587
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(337,425)	-	(337,425)	(177,467)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	114,947	-	114,947	39,938
Fundraising	-	-	-	-
Interest income	4,716	-	4,716	12,592
Miscellaneous income	456,000	-	456,000	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	575,663	-	575,663	52,530
CHANGE IN NET ASSETS	238,238	-	238,238	(124,937)
NET ASSETS BEGINNING OF YEAR	690,738	-	690,738	815,675
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 928,976	\$ -	\$ 928,976	\$ 690,738

SISULU-WALKER CHARTER SCHOOL OF HARLEM
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 238,240	\$ (124,936)
Revenues from School Districts	-	-
Accounts Receivable	43,055	(25,978)
Due from School Districts	-	-
Depreciation	54,479	31,845
Grants Receivable	(136,243)	45,259
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(17,900)	-
Accounts Payable	33,420	29,225
Accrued Expenses	44,540	31,966
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	(8,548)	(11,456)
Interest payments	-	-
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 251,043	\$ (24,075)
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(274,884)	(54,101)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (274,884)	\$ (54,101)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	(456,000)	456,000
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ (456,000)	\$ 456,000
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ (479,841)	\$ 377,824
Cash at beginning of year	1,290,838	913,014
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 810,997	\$ 1,290,838

SISULU-WALKER CHARTER SCHOOL OF HARLEM
Statement of Functional Expenses
as of June 30, 2021

		2020-21							2019-20		
		Program Services				Supporting Services					
No. of Positions		Regular Education			Total	Management and		Total	Total		
		Education	Special Education	Other Education		Fund-raising	General				
	Personnel Services Costs	\$	\$	\$	\$	\$	\$	\$	\$	\$	
	Administrative Staff Personnel	4.00	163,803	102,377	-	266,180	-	143,328	143,328	409,508	447,591
	Instructional Personnel	21.00	963,353	790,850	-	1,754,203	-	-	-	1,754,203	1,544,462
	Non-Instructional Personnel	6.00	-	-	-	-	-	170,874	170,874	170,874	302,307
	Total Salaries and Staff	31.00	1,127,156	893,227	-	2,020,383	-	314,202	314,202	2,334,585	2,294,360
	Fringe Benefits & Payroll Taxes		256,156	202,994	-	459,150	-	32,572	32,572	491,722	518,509
	Retirement		31,312	24,814	-	56,126	-	3,982	3,982	60,108	53,261
	Management Company Fees		-	-	-	-	-	-	-	-	-
	Legal Service		-	-	-	-	-	-	-	-	6,361
	Accounting / Audit Services		-	-	-	-	-	145,617	145,617	145,617	140,754
	Other Purchased / Professional / Consulting Services		80,438	63,744	-	144,182	-	10,228	10,228	154,410	120,912
	Building and Land Rent / Lease / Facility Finance Interest		250,319	198,368	-	448,687	-	31,830	31,830	480,517	480,645
	Repairs & Maintenance		18,932	15,003	-	33,935	-	2,407	2,407	36,342	62,565
	Insurance		31,029	24,589	-	55,618	-	3,946	3,946	59,564	53,329
	Utilities		24,065	19,071	-	43,136	-	3,060	3,060	46,196	73,660
	Supplies / Materials		51,504	23,449	-	74,953	-	2,180	2,180	77,133	56,938
	Equipment / Furnishings		1,234	978	-	2,212	-	157	157	2,369	-
	Staff Development		42,200	32,264	-	74,464	-	5,070	5,070	79,534	12,845
	Marketing / Recruitment		10,997	5,708	-	16,705	-	642	642	17,347	55,310
	Technology		29,402	23,300	-	52,702	-	3,739	3,739	56,441	22,737
	Food Service		-	-	-	-	-	-	-	-	-
	Student Services		2,749	789	-	3,538	-	-	-	3,538	20,567
	Office Expense		52,820	41,858	-	94,678	-	6,717	6,717	101,395	53,017
	Depreciation		28,380	22,490	-	50,870	-	3,609	3,609	54,479	31,845
	OTHER		15,104	11,968	-	27,072	-	1,920	1,920	28,992	14,972
	Total Expenses		\$ 2,053,797	\$ 1,604,614	\$ -	\$ 3,658,411	\$ -	\$ 571,878	\$ 571,878	\$ 4,230,289	\$ 4,072,587

Sisulu-Walker Charter School of Harlem, Inc.

**Financial Statements
and
Independent Auditors' Report**

June 30, 2021

Sisulu-Walker Charter School of Harlem, Inc.

Financial Statements

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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, 2021, and the related statements of activities, functional expenses 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, 2021, 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.

Report on Summarized Comparative Information

We have previously audited Sisulu-Walker Charter School of Harlem, Inc.'s 2020 financial statements, and our report dated October 20, 2020, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2020, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 27, 2021, 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

October 27, 2021

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Financial Position
June 30, 2021
(With Summarized Comparative Information For June 30, 2020)

ASSETS	2021	2020
	<hr/>	<hr/>
Current Assets		
Cash	\$ 810,997	\$ 1,290,838
Due from Government Agencies (Note 3)	209,151	107,417
Prepaid Expenses	17,900	-
	<hr/>	<hr/>
Total Current Assets	1,038,048	1,398,255
	<hr/>	<hr/>
Fixed Assets		
Leasehold Improvements	218,912	134,517
Equipment, Furniture and Fixtures	950,502	760,013
	<hr/>	<hr/>
	1,169,414	894,530
Less: Accumulated Depreciation	(845,619)	(791,140)
	<hr/>	<hr/>
Total Fixed Assets	323,795	103,390
	<hr/>	<hr/>
Other Assets		
Security Deposits	37,500	37,500
	<hr/>	<hr/>
Total Other Assets	37,500	37,500
	<hr/>	<hr/>
Total Assets	\$ 1,399,343	\$ 1,539,145
	<hr/> <hr/>	<hr/> <hr/>
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts Payable and Accrued Expenses	\$ 121,438	\$ 89,078
Accrued Payroll and Related Expenses	348,929	303,329
	<hr/>	<hr/>
Total Current Liabilities	470,367	392,407
	<hr/>	<hr/>
Long-Term Liabilities		
Loan Payable (Note 5)	-	456,000
	<hr/>	<hr/>
Total Liabilities	470,367	848,407
	<hr/>	<hr/>
Net Assets		
Net Assets Without Donor Restrictions	928,976	690,738
	<hr/>	<hr/>
Total Liabilities and Net Assets	\$ 1,399,343	\$ 1,539,145
	<hr/> <hr/>	<hr/> <hr/>

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Activities
For the year ended June 30, 2021
(With Summarized Comparative Information For The Year Ended June 30, 2020)

NET ASSETS WITHOUT DONOR RESTRICTIONS

PUBLIC SUPPORT AND REVENUE

	2021	2020
Resident Student Enrollment	\$ 3,632,551	\$ 3,707,117
Grants and Contracts		
Federal Funding	260,313	147,547
State Funding	-	40,456
PPP Loan Forgiveness	456,000	-
Corporate Contributions	114,947	39,938
Interest Income	4,716	12,592
Total Public Support and Revenue	4,468,527	3,947,650

EXPENSES

Program Services		
Regular Education	2,053,797	2,195,825
Special Education	1,604,614	1,149,351
Total Program Expenses	3,658,411	3,345,176
Supporting Services		
Management and General	571,878	727,411
Total Expenses	4,230,289	4,072,587
Total Change in Net Assets	238,238	(124,937)
Net Assets, Beginning of Year	690,738	815,675
Net Assets, End of Year	\$ 928,976	\$ 690,738

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Functional Expenses
For the year ended June 30, 2021
(With Summarized Comparative Information For The Year Ended June 30, 2020)

	<u>Regular Education</u>	<u>Special Education</u>	<u>Total Programs</u>	<u>Support Services</u>	<u>2021</u>	<u>2020</u>
<u>Personnel Service Costs</u>						
Salaries						
Administrative Staff Personnel	\$ 163,803	\$ 102,377	266,180	\$ 143,328	\$ 409,508	447,591
Instructional Personnel	963,353	790,850	1,754,203	-	1,754,203	1,544,462
Non-Instructional Personnel	-	-	-	170,874	170,874	302,307
Total Personnel Costs	<u>1,127,156</u>	<u>893,227</u>	<u>2,020,383</u>	<u>314,202</u>	<u>2,334,585</u>	<u>2,294,360</u>
Fringe Benefits	158,797	125,840	284,637	20,192	304,829	334,699
Payroll Taxes	97,359	77,154	174,513	12,380	186,893	183,810
Retirement Benefits	31,312	24,814	56,126	3,982	60,108	53,261
Total Personnel and Related Expenses	<u>287,468</u>	<u>227,808</u>	<u>515,276</u>	<u>36,554</u>	<u>551,830</u>	<u>571,770</u>
<u>Operating Expenses</u>						
Consultants - Education (Note 6)	80,438	63,744	144,182	10,228	154,410	120,912
Legal	-	-	-	-	-	6,361
Insurance	31,029	24,589	55,618	3,946	59,564	53,329
Supplies and Materials	51,504	23,449	74,953	2,180	77,133	56,938
Technology	29,402	23,300	52,702	3,739	56,441	22,737
Occupancy	250,319	198,368	448,687	31,830	480,517	480,645
Utilities	24,065	19,071	43,136	3,060	46,196	73,660
Student Services	2,749	789	3,538	-	3,538	20,567
Staff Development	42,200	32,264	74,464	5,070	79,534	12,845
Marketing and Recruitment	10,997	5,708	16,705	642	17,347	55,310
Accounting and Audit Fees	-	-	-	145,617	145,617	140,754
Office Expenses	52,820	41,858	94,678	6,717	101,395	53,017
Maintenance and Repairs	18,932	15,003	33,935	2,407	36,342	62,565
Equipment and Furnishings	1,234	978	2,212	157	2,369	-
Depreciation	28,380	22,490	50,870	3,609	54,479	31,845
Other Expenses	15,104	11,968	27,072	1,920	28,992	14,972
Total Operating Expenses	<u>639,173</u>	<u>483,579</u>	<u>1,122,752</u>	<u>221,122</u>	<u>1,343,874</u>	<u>1,206,457</u>
TOTAL EXPENSES	<u>\$ 2,053,797</u>	<u>\$ 1,604,614</u>	<u>\$ 3,658,411</u>	<u>\$ 571,878</u>	<u>\$ 4,230,289</u>	<u>\$ 4,072,587</u>

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Cash Flows
For the year ended June 30, 2021
(With Summarized Comparative Information For The Year Ended June 30, 2020)

	2021	2020
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from Resident Student Enrollment	\$ 3,624,003	\$ 3,695,661
Receipts from Grants and Contributions	738,074	247,223
Receipts from Other Revenue	4,716	12,592
Payments to Employees	(2,840,815)	(2,816,797)
Payments to Vendors and Suppliers	(1,274,935)	(1,162,754)
	251,043	(24,075)
CASH FLOWS FROM INVESTING ACTIVITIES		
Payments for Leasehold Improvements	(84,395)	(14,090)
Purchases of Equipment, Furniture and Fixtures	(190,489)	(40,011)
	(274,884)	(54,101)
CASH FLOWS FROM FINANCING ACTIVITIES		
Proceeds from Loan Payable	-	456,000
	-	456,000
NET (DECREASE) INCREASE IN CASH	(23,841)	377,824
CASH AT BEGINNING OF YEAR	1,290,838	913,014
CASH AT END OF YEAR	\$ 1,266,997	\$ 1,290,838

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2021

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 2014, 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 2016 and extended thru 2021.

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.

Basis of Presentation

Under the provisions of the Guide, net assets and revenues, and gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the Organization and changes therein are classified as follows:

Net assets without donor restrictions: Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the Organization. The Organization's board may designate assets without restrictions for specific operational purposes from time to time.

Net assets with donor restrictions: Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the Organization or by the passage of time. Other donor restrictions are perpetual in nature, where by the donor has stipulated the funds be maintained in perpetuity.

Earnings related to restricted net assets will be included in net assets without donor restrictions unless otherwise specifically required to be included in donor-restricted net assets by the donor or by applicable state law.

All net assets of the Organization at June 30, 2021 were considered to be net assets without donor restrictions.

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.

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.

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.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2021

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Tax Exempt Status

The School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income. The School has filed for and received income tax exemptions in the jurisdictions where it is required to do so.

The School files the Form 990 in the U.S. federal jurisdiction. With few exceptions, as of June 30, 2021, the School is no longer subject to U.S. Federal income tax examinations by tax authorities for the years ended prior to June 30, 2018. The tax returns for the years ended June 30, 2018 through June 30, 2020 are still subject to potential audit by the IRS. Management of the School believes it has no material uncertain tax positions and, accordingly it has not recognized any liability for unrecognized tax benefits.

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.

Support and Revenue Recognition

Unconditional contributions are recognized when pledged and recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Conditional promises to give are recognized when the conditions on which they depend are substantially met. Gifts of cash and other assets are reported with donor restricted support if they are received with donor stipulations that limit the use of the donated assets. When a restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. Donor-restricted contributions whose restrictions are met in the same reporting period are reported as net assets without donor restriction support.

Revenue from grants and contracts is recognized as the related costs are incurred under the grant or contract agreement. This support may be subject to approved budgets, as amended, and may be subject to possible adjustment after audit by the granting agencies. The fiscal periods of these grants and contracts may differ from the fiscal year end of the School. The School believes all accounts receivable at June 30, 2021 will be fully collected. Accordingly, no allowance for doubtful accounts is required. Deferred amounts represent cash received in advance of related expenditures.

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.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2021

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Liquidity

Assets are presented in the accompanying statement of financial position according to their nearness of conversion to cash and liabilities according to the nearness of their maturity and resulting in use of cash.

Comparative Financial Information

The June 30, 2020 financial statements include certain prior year summarized comparative information in total but not by net asset class. As a result, the June 30, 2020 comparative information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such June 30, 2020 information should be read in conjunction with the School's financial statements for the year ended June 30, 2020, from which the summarized information was derived.

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, 2021, \$209,151 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 \$60,108 for 2021. 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.

NOTE 5 – LOANS PAYABLE

On April 29, 2020, the School was granted a loan from in the aggregate amount of \$456,000, pursuant to the Paycheck Protection Program (the "PPP") under Division A, Title I of the CARES Act, which was enacted March 27, 2020. The loan, which was in the form of Note dated April 29, 2020 issued by the School, matures on April 29, 2022 and bears interest at a rate of 1.00% per annum, payable monthly commencing on November 29, 2020. The Note may be prepaid by the School at any time prior to maturity with no prepayment penalties. Funds from the loan may only be used for payroll costs, costs used to continue group health care benefits, mortgage payments, rent, utilities, and interest on other debt obligations incurred before February 15, 2020. The School intends to use the entire loan amount for qualifying expenses. Under the terms of the PPP, certain amounts of the loan may be forgiven if they are used for qualifying expenses as described in the CARES Act.

The School used the PPP loan proceeds for purposes consistent with the PPP and applied for forgiveness within 56 months of the end of the covered period. The Small Business Administration ("SBA") determined that the amount the School requested for forgiveness ("Forgiven Amount") on the PPP loan was fully approved and the SBA remitted the Forgiven Amount to Signature Bank. The School's PPP loan was paid in full (including applicable interest) on March 30, 2021.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2021

NOTE 6 – CONSULTANTS - EDUCATION

In January 2007, the School entered into a Second Charter School Management 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. VSI d/b/a BoostEd Finance and the School replaced that certain agreement with another agreement, effective July 1, 2020,. BoostEd shall provide the School with the services outlined on Statement of Work of the agreement. In exchange for the services, the School shall pay to BoostEd the service fee outlined on the Statement of Work.

NOTE 7 – COMMITMENTS

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. For the fiscal year ended June 30, 2021, rent expense paid was \$477,405.

Operating Lease

The School entered into an operating lease agreement for equipment on August 22, 2017. The lease begins on September 1, 2017 and calls for monthly payments of \$2,550 and expires on November 30, 2020. The School entered into a new operating lease agreement for equipment on August 21, 2020. The lease begins on September 1, 2020 and calls for monthly payments of \$2,000 and expires on November 30, 2023.

Future minimum rental payments under the terms of this lease are as follows:

Year Ending June 30,	Amount
2022	\$ 24,000
2023	24,000
2024	16,000
	\$ 64,000

NOTE 8 – CONTINGENCY

The School participates in a number of Federal and State programs. These programs require the School comply with certain requirements 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 results of operations. Accordingly, no provision for such liability that may result has been made in the accompanying financial statements.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2021

NOTE 9 – CONCENTRATIONS

Financial instruments that potentially subject the School to a concentration of credit risk include cash accounts at major financial institutions which, at times may exceed the Federal Deposit Insurance Corporation insured limit of \$250,000 and Due from Government Agencies. Management believes that there is little risk in any losses and has not experienced any losses in such accounts. Management also believes that credit risk with respect to Due from Government Agencies is limited since the amounts are due from local and federal government programs.

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.

NOTE 10 – LIQUIDITY AND AVAILABILITY OF FINANCIAL RESOURCES

At June 30, 2021, the School has \$1,020,148 of financial assets to meet needs for general expenditures consisting of cash of \$810,997 and due from government agencies of \$209,151. None of the financial assets are subject to donor or other contractual restrictions. Accordingly, all such funds are available to meet the cash needs of the organization in the next 12 months.

In addition to financial assets available to meet general expenditures over the year, the School operates with a balanced budget and anticipates covering its general expenditures by collecting sufficient tuition and other revenues. The statement of cash flows identifies the sources and uses of the School's cash and shows positive cash generated by operations of \$251,043 for fiscal year ending June 30, 2021.

NOTE 11 – 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 October 27, 2021, for these financial statements.

**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, 2021 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 October 27, 2021.

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 and therefore, material weaknesses or significant deficiencies may exist that were not identified. 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

October 27, 2021



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS




1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE contain guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Sisulu-Walker Charter School of Harlem

SCHOOL

Name:	Sisulu-Walker Charter School of Harlem
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CONTACT INFORMATION

Contact Name:	Michelle Haynes
Contact Title:	Principal
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2021-22
Prior Academic Year:	2020-21

**SISULU-WALKER CHARTER SCHOOL OF HARLEM
2021-22**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	22.25	22.25	22	44.5	44.5	44.5							
TOTAL ENROLLMENT = 200													

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	1	0	1	0	1	0	1	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:	0	200	0	200	0	200	0	200	0	0	0	0	0
<i>*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.</i>													
PRIMARY/OTHER DISTRICT NAME(S)	PRIOR YEAR 2020-21 Actual Enrollment	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
		Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
1 PRIMARY District 2 SECONDARY District	NYC CHANCELLOR'S OFFICE (Select from drop-down list) →	200		200		200		200					

		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**SISULU-WALKER CHARTER SCHOOL OF HARLEM
2021-22**

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

***NOTE:** Each quarter, the actual FTE should be input.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Executive Management														
Instructional Management		1.0		1.0		1.0		1.0						
Deans, Directors & Coordinators		2.0		2.0		2.0		2.0						
CFO / Director of Finance														
Operation / Business Manager		1.0		1.0		1.0		1.0						
Administrative Staff		2.0		2.0		2.0		2.0						
TOTAL ADMINISTRATIVE STAFF	0.0	6.0	0.0	6.0	0.0	6.0	0.0	6.0	0.0	0.0	0.0	0.0	0.0	
INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular		13.0		13.0		13.0		13.0						
Teachers - SPED		3.0		3.0		3.0		3.0						
Substitute Teachers														
Teaching Assistants		4.0		4.0		4.0		4.0						
Specialty Teachers														
Aides														
Therapists & Counselors		1.0		1.0		1.0		1.0						
Other														
TOTAL INSTRUCTIONAL	0.0	21.0	0.0	21.0	0.0	21.0	0.0	21.0	0.0	0.0	0.0	0.0	0.0	
NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Nurse														
Librarian														
Custodian		4.0		4.0		4.0		4.0						
Security														
Other		3.0		3.0		3.0		3.0						
TOTAL NON-INSTRUCTIONAL	0.0	7.0	0.0	7.0	0.0	7.0	0.0	7.0	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	0.0	34.0	0.0	34.0	0.0	34.0	0.0	34.0	0.0	0.0	0.0	0.0	0.0	

SISULU-WALKER CHARTER SCHOOL OF HARLEM

Budget / Operating Plan

2021-22

Total Revenue	-	1,128,594	-	-	1,156,264	-	-	1,128,594	-	-	1,128,594	-	-
Total Expenses	-	904,471	-	-	1,147,108	-	-	1,059,456	-	-	1,337,714	-	-
Net Income	-	224,123	-	-	9,156	-	-	69,137	-	-	(209,120)	-	-
Actual Student Enrollment	-	200	-	-	200	-	-	200	-	-	200	-	-

Prior Year Actual 2020-21 Revenue Per Pupil	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 Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No. of
Positions

Executive Management	-			-			-			-			-
Instructional Management	1.00	39,545		-	46,136		-	39,545		-	46,136		-
Deans, Directors & Coordinators	2.00	36,923		-	43,077		-	36,923		-	43,077		-
CFO / Director of Finance	-			-			-			-			-
Operation / Business Manager	1.00	18,462		-	21,538		-	18,462		-	21,538		-
Administrative Staff	2.00	22,006		-	25,674		-	22,006		-	25,674		-
TOTAL ADMINISTRATIVE STAFF	6.00	116,936		-	136,425		-	116,936		-	136,425		-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	13.00	110,462		-	257,745		-	220,924		-	368,207		-
Teachers - SPED	3.00	25,559		-	59,637		-	51,118		-	85,196		-
Substitute Teachers	-			-			-			-			-
Teaching Assistants	4.00	16,051		-	37,452		-	32,102		-	53,503		-
Specialty Teachers	-			-			-			-			-
Aides	-			-			-			-			-
Therapists & Counselors	1.00	8,115		-	18,935		-	16,230		-	27,050		-
Other	-	118,500		-	100,500		-	100,500		-	100,500		-
TOTAL INSTRUCTIONAL	21.00	278,687		-	474,269		-	420,874		-	634,456		-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-			-			-			-			-
Librarian	-			-			-			-			-
Custodian	4.00	29,844		-	34,818		-	29,844		-	34,818		-
Security	-			-			-			-			-
Other	3.00	15,326		-	17,880		-	15,326		-	17,880		-
TOTAL NON-INSTRUCTIONAL	7.00	45,170		-	52,698		-	45,170		-	52,698		-

SUBTOTAL PERSONNEL SERVICE COSTS

34.00	-	440,793		-	663,393		-	582,979		-	823,579		-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		39,677		-	59,714		-	52,476		-	74,133		-
Fringe / Employee Benefits		98,900		-	98,900		-	98,900		-	98,900		-
Retirement / Pension		19,425		-	19,425		-	19,425		-	19,425		-
TOTAL PAYROLL TAXES AND BENEFITS		158,002		-	178,039		-	170,801		-	192,458		-

TOTAL PERSONNEL SERVICE COSTS

34.00	-	598,795		-	841,432		-	753,780		-	1,016,037		-
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CONTRACTED SERVICES

Accounting / Audit		33,750		-	33,750		-	33,750		-	49,750		-
Legal				-			-			-			-
Management Company Fee				-			-			-			-
Nurse Services				-			-			-			-
Food Service / School Lunch				-			-			-			-
Payroll Services		1,975		-	1,975		-	1,975		-	1,975		-
Special Ed Services				-			-			-			-
Titlement Services (i.e. Title I)				-			-			-			-
Other Purchased / Professional / Consulting		19,700		-	19,700		-	19,700		-	19,700		-
TOTAL CONTRACTED SERVICES		55,425		-	55,425		-	55,425		-	71,425		-

SISULU-WALKER CHARTER SCHOOL OF HARLEM													
Budget / Operating Plan													
2021-22													
Total Revenue	-	1,128,594	-	-	1,156,264	-	-	1,128,594	-	-	1,128,594	-	-
Total Expenses	-	904,471	-	-	1,147,108	-	-	1,059,456	-	-	1,337,714	-	-
Net Income	-	224,123	-	-	9,156	-	-	69,137	-	-	(209,120)	-	-
Actual Student Enrollment	-	200	-	-	200	-	-	200	-	-	200	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	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 Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS													
Board Expenses				-			-			-			-
Classroom / Teaching Supplies & Materials		8,375		-	8,375		-	8,375		-	8,375		-
Special Ed Supplies & Materials				-			-			-			-
Textbooks / Workbooks		8,750		-	8,750		-	8,750		-	8,750		-
Supplies & Materials other				-			-			-			-
Equipment / Furniture		500		-	500		-	500		-	500		-
Telephone		7,525		-	7,525		-	7,525		-	7,525		-
Technology		6,825		-	6,825		-	6,825		-	6,825		-
Student Testing & Assessment		2,500		-	2,500		-	2,500		-	2,500		-
Field Trips		1,950		-	1,950		-	1,950		-	1,950		-
Transportation (student)				-			-			-			-
Student Services - other		1,300		-	1,300		-	1,300		-	1,300		-
Office Expense		16,500		-	16,500		-	16,500		-	16,500		-
Staff Development		7,175		-	7,175		-	7,175		-	7,175		-
Staff Recruitment		3,125		-	3,125		-	3,125		-	3,125		-
Student Recruitment / Marketing		4,500		-	4,500		-	4,500		-	4,500		-
School Meals / Lunch		1,875		-	1,875		-	1,875		-	1,875		-
Travel (Staff)		550		-	550		-	550		-	550		-
Fundraising				-			-			-			-
Other				-			-			-			-
TOTAL SCHOOL OPERATIONS	-	71,450	-	-	71,450	-	-	71,450	-	-	71,450	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		11,000		-	11,000		-	11,000		-	11,000		-
Janitorial		5,000		-	5,000		-	5,000		-	5,000		-
Building and Land Rent / Lease / Facility Finance Interest		119,351.25		-	119,351.25		-	119,351.25		-	119,351.25		-
Repairs & Maintenance		12,625		-	12,625		-	12,625		-	12,625		-
Equipment / Furniture		825		-	825		-	825		-	825		-
Security				-			-			-			-
Utilities		11,250		-	11,250		-	11,250		-	11,250		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	160,051	-	-	160,051	-	-	160,051	-	-	160,051	-	-
DEPRECIATION & AMORTIZATION		13,750		-	13,750		-	13,750		-	13,750		-
COVID-19 / CONTINGENCY		5,000		-	5,000		-	5,000		-	5,000		-
DEFERRED RENT				-			-			-			-
TOTAL EXPENSES	-	904,471	-	-	1,147,108	-	-	1,059,456	-	-	1,337,714	-	-
NET INCOME	-	224,123	-	-	9,156	-	-	69,137	-	-	(209,120)	-	-

SISULU-WALKER CHARTER SCHOOL OF HARLEM													
Budget / Operating Plan													
2021-22													
	-	1,128,594	-	-	1,156,264	-	-	1,128,594	-	-	1,128,594	-	
Total Revenue	-	1,128,594	-	-	1,156,264	-	-	1,128,594	-	-	1,128,594	-	
Total Expenses	-	904,471	-	-	1,147,108	-	-	1,059,456	-	-	1,337,714	-	
Net Income	-	224,123	-	-	9,156	-	-	69,137	-	-	(209,120)	-	
Actual Student Enrollment	-	200	-	-	200	-	-	200	-	-	200	-	
	Prior Year Actual 2020-21 Revenue Per Pupil	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 Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*													
Number of Districts:	-	1	-	-	1	-	-	1	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	200	-	-	200	-	-	200	-	-	200	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	200	-	-	200	-	-	200	-	-	200	-	-
REVENUE PER PUPIL	-	5,643	-	-	5,781	-	-	5,643	-	-	5,643	-	-
EXPENSES PER PUPIL	-	4,522	-	-	5,736	-	-	5,297	-	-	6,689	-	-

		SISULU-WALKER CHARTER SCHOOL OF HARLEM					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan					
		2021-22					
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
Total Revenue		4,542,044	4,542,044	-	4,542,044	4,542,044	
Total Expenses		4,448,749	4,448,749	-	(4,448,749)	(4,448,749)	
Net Income		93,295	93,295	-	93,295	93,295	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	Avg. No. of Positions						
Executive Management	-	-	-	-	-	-	
Instructional Management	1.00	171,362	171,362	-	(171,362)	(171,362)	
Deans, Directors & Coordinators	2.00	160,000	160,000	-	(160,000)	(160,000)	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	80,000	80,000	-	(80,000)	(80,000)	
Administrative Staff	2.00	95,360	95,360	-	(95,360)	(95,360)	
TOTAL ADMINISTRATIVE STAFF	6.00	506,722	506,722	-	(506,722)	(506,722)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	13.00	957,338	957,338	-	(957,338)	(957,338)	
Teachers - SPED	3.00	221,510	221,510	-	(221,510)	(221,510)	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	4.00	139,107	139,107	-	(139,107)	(139,107)	
Specialty Teachers	-	-	-	-	-	-	
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	70,331	70,331	-	(70,331)	(70,331)	
Other	-	420,000	420,000	-	(420,000)	(420,000)	
TOTAL INSTRUCTIONAL	21.00	1,808,286	1,808,286	-	(1,808,286)	(1,808,286)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	4.00	129,324	129,324	-	(129,324)	(129,324)	
Security	-	-	-	-	-	-	
Other	3.00	66,412	66,412	-	(66,412)	(66,412)	
TOTAL NON-INSTRUCTIONAL	7.00	195,736	195,736	-	(195,736)	(195,736)	
SUBTOTAL PERSONNEL SERVICE COSTS	34.00	2,510,744	2,510,744	-	(2,510,744)	(2,510,744)	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		226,000	226,000	-	(226,000)	(226,000)	
Fringe / Employee Benefits		395,600	395,600	-	(395,600)	(395,600)	
Retirement / Pension		77,700	77,700	-	(77,700)	(77,700)	
TOTAL PAYROLL TAXES AND BENEFITS		699,300	699,300	-	(699,300)	(699,300)	
TOTAL PERSONNEL SERVICE COSTS	34.00	3,210,044	3,210,044	-	(3,210,044)	(3,210,044)	
CONTRACTED SERVICES							
Accounting / Audit		151,000	151,000	-	(151,000)	(151,000)	
Legal		-	-	-	-	-	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		7,900	7,900	-	(7,900)	(7,900)	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		78,800	78,800	-	(78,800)	(78,800)	
TOTAL CONTRACTED SERVICES		237,700	237,700	-	(237,700)	(237,700)	

SISULU-WALKER CHARTER SCHOOL OF HARLEM					
Budget / Operating Plan					
2021-22					
	4,542,044	4,542,044	-	4,542,044	4,542,044
Total Revenue					
Total Expenses	4,448,749	4,448,749	-	(4,448,749)	(4,448,749)
Net Income	93,295	93,295	-	93,295	93,295
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	-	-	-	-	-
Classroom / Teaching Supplies & Materials	33,500	33,500	-	(33,500)	(33,500)
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	35,000	35,000	-	(35,000)	(35,000)
Supplies & Materials other	-	-	-	-	-
Equipment / Furniture	2,000	2,000	-	(2,000)	(2,000)
Telephone	30,100	30,100	-	(30,100)	(30,100)
Technology	27,300	27,300	-	(27,300)	(27,300)
Student Testing & Assessment	10,000	10,000	-	(10,000)	(10,000)
Field Trips	7,800	7,800	-	(7,800)	(7,800)
Transportation (student)	-	-	-	-	-
Student Services - other	5,200	5,200	-	(5,200)	(5,200)
Office Expense	66,000	66,000	-	(66,000)	(66,000)
Staff Development	28,700	28,700	-	(28,700)	(28,700)
Staff Recruitment	12,500	12,500	-	(12,500)	(12,500)
Student Recruitment / Marketing	18,000	18,000	-	(18,000)	(18,000)
School Meals / Lunch	7,500	7,500	-	(7,500)	(7,500)
Travel (Staff)	2,200	2,200	-	(2,200)	(2,200)
Fundraising	-	-	-	-	-
Other	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	285,800	285,800	-	(285,800)	(285,800)
FACILITY OPERATION & MAINTENANCE					
Insurance	44,000	44,000	-	(44,000)	(44,000)
Janitorial	20,000	20,000	-	(20,000)	(20,000)
Building and Land Rent / Lease / Facility Finance Interest	477,405	477,405	-	(477,405)	(477,405)
Repairs & Maintenance	50,500	50,500	-	(50,500)	(50,500)
Equipment / Furniture	3,300	3,300	-	(3,300)	(3,300)
Security	-	-	-	-	-
Utilities	45,000	45,000	-	(45,000)	(45,000)
TOTAL FACILITY OPERATION & MAINTENANCE	640,205	640,205	-	(640,205)	(640,205)
DEPRECIATION & AMORTIZATION	55,000	55,000	-	(55,000)	(55,000)
COVID-19 / CONTINGENCY	20,000	20,000	-	(20,000)	(20,000)
DEFERRED RENT	-	-	-	-	-
TOTAL EXPENSES	4,448,749	4,448,749	-	(4,448,749)	(4,448,749)
NET INCOME	93,295	93,295	-	93,295	93,295

DESCRIPTION OF ASSUMPTIONS

SISULU-WALKER CHARTER SCHOOL OF HARLEM														
Budget / Operating Plan														
2021-22														
	-	1,128,594	-	-	1,156,264	-	-	1,128,594	-	-	1,128,594	-	-	4,542,044
Total Revenue	-	1,128,594	-	-	1,156,264	-	-	1,128,594	-	-	1,128,594	-	-	4,542,044
Total Expenses	-	904,471	-	-	1,147,108	-	-	1,059,456	-	-	1,337,714	-	-	4,448,749
Net Income	-	224,123	-	-	9,156	-	-	69,137	-	-	(209,120)	-	-	93,295
Actual Student Enrollment	-	200	-	-	200	-	-	200	-	-	200	-	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	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 Budget
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES <i>{enter descriptions below}</i>														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES <i>{enter descriptions below}</i>														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	224,123	-	-	9,156	-	-	69,137	-	-	(209,120)	-	-	93,295
Beginning Cash Balance	-	-	-	-	224,123	-	-	233,278	-	-	302,415	-	-	-
ENDING CASH BALANCE	-	224,123	-	-	233,278	-	-	302,415	-	-	93,295	-	-	93,295

		SISULU-WALKER CHARTER SCHOOL OF HARLEM				DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan		2021-22		
Total Revenue		4,542,044	-	4,542,044	4,542,044	
Total Expenses		4,448,749	-	(4,448,749)	(4,448,749)	
Net Income		93,295	-	93,295	93,295	
Actual Student Enrollment						
		Total Year		VARIANCE		
		Revised		Original	Revised	
		Budget	Variance	Budget vs. PY	Budget vs. PY	
				Budget	Budget	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES <i>{enter descriptions below}</i>						
Example - Add Back Depreciation		-	-	-	-	
Other		-	-	-	-	
Total Operating Activities		-	-	-	-	
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>						
Example - Subtract Property and Equipment Expenditures		-	-	-	-	
Other		-	-	-	-	
Total Investment Activities		-	-	-	-	
FINANCING ACTIVITIES <i>{enter descriptions below}</i>						
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	
Other		-	-	-	-	
Total Financing Activities		-	-	-	-	
Total Cash Flow Adjustments		-	-	-	-	
NET INCOME		93,295	-	93,295	93,295	
Beginning Cash Balance		-	-	-	-	
ENDING CASH BALANCE		93,295	-	93,295	93,295	

**SISULU-WALKER CHARTER SCHOOL OF HARLEM
BALANCE SHEET
2021-22**

	Prior Year	Q1	Q2	Q3	Q4
	2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

SISULU-WALKER CHARTER SCHOOL OF HARLEM

Budget / Operating Plan

2021-22

Total Revenue	-	1,128,594	-	-	1,156,264	-	-	1,128,594	-	-	1,128,594	-
Total Expenses	-	904,471	-	-	1,147,108	-	-	1,059,456	-	-	1,337,714	-
Net Income	-	224,123	-	-	9,156	-	-	69,137	-	-	(209,120)	-
Actual Student Enrollment	-	200	-	-	200	-	-	200	-	-	200	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Current			Current			Current			Current	
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance

EXPENSES	Quarter 0 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		
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	39,545	-	46,136	-	39,545	-	46,136	-	39,545	-	46,136	-
Deans, Directors & Coordinators	-	36,923	-	43,077	-	36,923	-	43,077	-	36,923	-	43,077	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	18,462	-	21,538	-	18,462	-	21,538	-	18,462	-	21,538	-
Administrative Staff	-	22,006	-	25,674	-	22,006	-	25,674	-	22,006	-	25,674	-
TOTAL ADMINISTRATIVE STAFF	-	116,936	-	136,425	-	116,936	-	136,425	-	116,936	-	136,425	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	110,462	-	257,745	-	220,924	-	368,207	-	110,462	-	257,745	-
Teachers - SPED	-	25,559	-	59,637	-	51,118	-	85,196	-	25,559	-	59,637	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	16,051	-	37,452	-	32,102	-	53,503	-	16,051	-	37,452	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	8,115	-	18,935	-	16,230	-	27,050	-	8,115	-	18,935	-
Other	-	118,500	-	100,500	-	100,500	-	100,500	-	118,500	-	100,500	-
TOTAL INSTRUCTIONAL	-	278,687	-	474,269	-	420,874	-	634,456	-	278,687	-	474,269	-
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	29,844	-	34,818	-	29,844	-	34,818	-	29,844	-	34,818	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	15,326	-	17,880	-	15,326	-	17,880	-	15,326	-	17,880	-
TOTAL NON-INSTRUCTIONAL	-	45,170	-	52,698	-	45,170	-	52,698	-	45,170	-	52,698	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	440,793	-	663,393	-	582,979	-	823,579	-	440,793	-	663,393	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	39,677	-	59,714	-	52,476	-	74,133	-	39,677	-	59,714	-
Fringe / Employee Benefits	-	98,900	-	98,900	-	98,900	-	98,900	-	98,900	-	98,900	-
Retirement / Pension	-	19,425	-	19,425	-	19,425	-	19,425	-	19,425	-	19,425	-
TOTAL PAYROLL TAXES AND BENEFITS	-	158,002	-	178,039	-	170,801	-	192,458	-	158,002	-	178,039	-
TOTAL PERSONNEL SERVICE COSTS	-	598,795	-	841,432	-	753,780	-	1,016,037	-	598,795	-	841,432	-
CONTRACTED SERVICES													
Accounting / Audit	-	33,750	-	33,750	-	33,750	-	49,750	-	33,750	-	33,750	-
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	1,975	-	1,975	-	1,975	-	1,975	-	1,975	-	1,975	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	19,700	-	19,700	-	19,700	-	19,700	-	19,700	-	19,700	-
TOTAL CONTRACTED SERVICES	-	55,425	-	55,425	-	55,425	-	71,425	-	55,425	-	55,425	-

SISULU-WALKER CHARTER SCHOOL OF HARLEM

Budget / Operating Plan

2021-22

Total Revenue	-	1,128,594	-	-	1,156,264	-	-	1,128,594	-	-	1,128,594	-
Total Expenses	-	904,471	-	-	1,147,108	-	-	1,059,456	-	-	1,337,714	-
Net Income	-	224,123	-	-	9,156	-	-	69,137	-	-	(209,120)	-
Actual Student Enrollment	-	200	-	-	200	-	-	200	-	-	200	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
	SCHOOL OPERATIONS											
Board Expenses		-	-		-	-		-	-		-	-
Classroom / Teaching Supplies & Materials		8,375	-		8,375	-		8,375	-		8,375	-
Special Ed Supplies & Materials		-	-		-	-		-	-		-	-
Textbooks / Workbooks		8,750	-		8,750	-		8,750	-		8,750	-
Supplies & Materials other		-	-		-	-		-	-		-	-
Equipment / Furniture		500	-		500	-		500	-		500	-
Telephone		7,525	-		7,525	-		7,525	-		7,525	-
Technology		6,825	-		6,825	-		6,825	-		6,825	-
Student Testing & Assessment		2,500	-		2,500	-		2,500	-		2,500	-
Field Trips		1,950	-		1,950	-		1,950	-		1,950	-
Transportation (student)		-	-		-	-		-	-		-	-
Student Services - other		1,300	-		1,300	-		1,300	-		1,300	-
Office Expense		16,500	-		16,500	-		16,500	-		16,500	-
Staff Development		7,175	-		7,175	-		7,175	-		7,175	-
Staff Recruitment		3,125	-		3,125	-		3,125	-		3,125	-
Student Recruitment / Marketing		4,500	-		4,500	-		4,500	-		4,500	-
School Meals / Lunch		1,875	-		1,875	-		1,875	-		1,875	-
Travel (Staff)		550	-		550	-		550	-		550	-
Fundraising		-	-		-	-		-	-		-	-
Other		-	-		-	-		-	-		-	-
TOTAL SCHOOL OPERATIONS	-	71,450	-	-	71,450	-	-	71,450	-	-	71,450	-
FACILITY OPERATION & MAINTENANCE												
Insurance		11,000	-		11,000	-		11,000	-		11,000	-
Janitorial		5,000	-		5,000	-		5,000	-		5,000	-
Building and Land Rent / Lease / Facility Finance Interest		119,351	-		119,351	-		119,351	-		119,351	-
Repairs & Maintenance		12,625	-		12,625	-		12,625	-		12,625	-
Equipment / Furniture		825	-		825	-		825	-		825	-
Security		-	-		-	-		-	-		-	-
Utilities		11,250	-		11,250	-		11,250	-		11,250	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	160,051	-	-	160,051	-	-	160,051	-	-	160,051	-
DEPRECIATION & AMORTIZATION		13,750	-		13,750	-		13,750	-		13,750	-
COVID-19 / CONTINGENCY		5,000	-		5,000	-		5,000	-		5,000	-
DEFERRED RENT		-	-		-	-		-	-		-	-
TOTAL EXPENSES	-	904,471	-	-	1,147,108	-	-	1,059,456	-	-	1,337,714	-
NET INCOME	-	224,123	-	-	9,156	-	-	69,137	-	-	(209,120)	-

SISULU-WALKER CHARTER SCHOOL OF HARLEM

Budget / Operating Plan

2021-22

Total Revenue	-	-	-	4,542,044	(4,542,044)	-	-	4,542,044	(4,542,044)	-	-
Total Expenses	-	-	-	4,448,749	4,448,749	-	-	4,448,749	4,448,749	-	-
Net Income	-	-	-	93,295	(93,295)	-	-	93,295	(93,295)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Quarter 0 No. of Positions	Current Budget vs. Actual		Actual vs. Original		Actual vs. Original		PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY	
		(Current Quarter)	Current Budget	Current Budget - TY	Current Budget TY	(Current Quarter)	Original Budget			Original Budget - TY
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	171,362	171,362	-	-	171,362	171,362	-
Deans, Directors & Coordinators	-	-	-	160,000	160,000	-	-	160,000	160,000	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	80,000	80,000	-	-	80,000	80,000	-
Administrative Staff	-	-	-	95,360	95,360	-	-	95,360	95,360	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	506,722	506,722	-	-	506,722	506,722	-
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	-	-	957,338	957,338	-	-	957,338	957,338	-
Teachers - SPED	-	-	-	221,510	221,510	-	-	221,510	221,510	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	139,107	139,107	-	-	139,107	139,107	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	70,331	70,331	-	-	70,331	70,331	-
Other	-	-	-	420,000	420,000	-	-	420,000	420,000	-
TOTAL INSTRUCTIONAL	-	-	-	1,808,286	1,808,286	-	-	1,808,286	1,808,286	-
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	129,324	129,324	-	-	129,324	129,324	-
Security	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	66,412	66,412	-	-	66,412	66,412	-
TOTAL NON-INSTRUCTIONAL	-	-	-	195,736	195,736	-	-	195,736	195,736	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	2,510,744	2,510,744	-	-	2,510,744	2,510,744	-
PAYROLL TAXES AND BENEFITS										
Payroll Taxes	-	-	-	226,000	226,000	-	-	226,000	226,000	-
Fringe / Employee Benefits	-	-	-	395,600	395,600	-	-	395,600	395,600	-
Retirement / Pension	-	-	-	77,700	77,700	-	-	77,700	77,700	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	699,300	699,300	-	-	699,300	699,300	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	3,210,044	3,210,044	-	-	3,210,044	3,210,044	-
CONTRACTED SERVICES										
Accounting / Audit	-	-	-	151,000	151,000	-	-	151,000	151,000	-
Legal	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	7,900	7,900	-	-	7,900	7,900	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-
Titement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	78,800	78,800	-	-	78,800	78,800	-
TOTAL CONTRACTED SERVICES	-	-	-	237,700	237,700	-	-	237,700	237,700	-

SISULU-WALKER CHARTER SCHOOL OF HARLEM

Budget / Operating Plan

2021-22

Total Revenue	-	-	-	4,542,044	(4,542,044)	-	-	4,542,044	(4,542,044)	-	-
Total Expenses	-	-	-	4,448,749	4,448,749	-	-	4,448,749	4,448,749	-	-
Net Income	-	-	-	93,295	(93,295)	-	-	93,295	(93,295)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
SCHOOL OPERATIONS											
Board Expenses	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	33,500	33,500	-	-	33,500	33,500	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	35,000	35,000	-	-	35,000	35,000	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	2,000	2,000	-	-	2,000	2,000	-	-
Telephone	-	-	-	30,100	30,100	-	-	30,100	30,100	-	-
Technology	-	-	-	27,300	27,300	-	-	27,300	27,300	-	-
Student Testing & Assessment	-	-	-	10,000	10,000	-	-	10,000	10,000	-	-
Field Trips	-	-	-	7,800	7,800	-	-	7,800	7,800	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	5,200	5,200	-	-	5,200	5,200	-	-
Office Expense	-	-	-	66,000	66,000	-	-	66,000	66,000	-	-
Staff Development	-	-	-	28,700	28,700	-	-	28,700	28,700	-	-
Staff Recruitment	-	-	-	12,500	12,500	-	-	12,500	12,500	-	-
Student Recruitment / Marketing	-	-	-	18,000	18,000	-	-	18,000	18,000	-	-
School Meals / Lunch	-	-	-	7,500	7,500	-	-	7,500	7,500	-	-
Travel (Staff)	-	-	-	2,200	2,200	-	-	2,200	2,200	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	285,800	285,800	-	-	285,800	285,800	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	44,000	44,000	-	-	44,000	44,000	-	-
Janitorial	-	-	-	20,000	20,000	-	-	20,000	20,000	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	477,405	477,405	-	-	477,405	477,405	-	-
Repairs & Maintenance	-	-	-	50,500	50,500	-	-	50,500	50,500	-	-
Equipment / Furniture	-	-	-	3,300	3,300	-	-	3,300	3,300	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	45,000	45,000	-	-	45,000	45,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	640,205	640,205	-	-	640,205	640,205	-	-
DEPRECIATION & AMORTIZATION	-	-	-	55,000	55,000	-	-	55,000	55,000	-	-
COVID-19 / CONTINGENCY	-	-	-	20,000	20,000	-	-	20,000	20,000	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	4,448,749	4,448,749	-	-	4,448,749	4,448,749	-	-
NET INCOME	-	-	-	93,295	(93,295)	-	-	93,295	(93,295)	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
SISULU-WALKER CHARTER SCHOOL OF HARLEM
2021-22

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

Sisulu-Walker Charter School of Harlem

2021 - 2022 School Calendar

August '21						
Su	M	Tu	W	Th	F	S
1	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				

September '21						
Su	M	Tu	W	Th	F	S
			1	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		

October '21						
Su	M	Tu	W	Th	F	S
					1	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						

November '21						
Su	M	Tu	W	Th	F	S
	1	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				

December '21						
Su	M	Tu	W	Th	F	S
			1	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	

January '22						
Su	M	Tu	W	Th	F	S
						1
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					

February '22						
Su	M	Tu	W	Th	F	S
		1	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					

March '22						
Su	M	Tu	W	Th	F	S
		1	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		

April '22						
Su	M	Tu	W	Th	F	S
					1	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

May '22						
Su	M	Tu	W	Th	F	S
1	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				

June '22						
Su	M	Tu	W	Th	F	S
			1	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		

July '22						
Su	M	Tu	W	Th	F	S
					1	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						

	PD Days- No School for Students
	Holiday/Vacation Day- No School for Students or Staff
	Half Day
	Marking Period Beginning/End
	Assessment Days (Including Interim and NYS)
	Board Meeting Days
	Parent Organization Meeting Days

Key Dates and Events

Month	Date (s)	Event
August	23	All Staff Report to Work
September	7	First Day of School
	13-23	Reading A-Z/DIBELS Testing
	13-30	I-Ready Testing Window
	14	Parent Organization Meeting
	16	Board of Trustees Meeting
	17	Half-Day/12pm Dismissal
October	5	English Language Arts IA #1
	6	Mathematics IA #1
	11	Indigenous People's Day/ No School
	15	Half Day/12pm Dismissal
	19	Parent Organization Meeting
	21	Board of Trustees Meeting
	22	Progress Reports Distributed
November	8	Second Quarter Begins
	8-12	Virtual Report Card Conferences
	16	Parent Organization Meeting
	17	Board of Trustees Meeting
	19	Half-Day 12pm Dismissal
	24-26	Thanksgiving Break
December	1-15	Reading A-Z/DIBELS Testing
	7	English Language Arts IA #2
	8	Mathematics IA #2
	14	Parent Organization Meeting
	16	Board of Trustees Meeting
	17	Progress Reports Distributed
	17	Half-Day 12pm Dismissal
	20-31	Christmas Break
January	10-28	I-Ready Testing Window
	17	Martin Luther King Jr. Day/ No School
	18	Parent Organization Meeting
	19	Wyatt T. Walker Day of Service
	20	Board of Trustees Meeting
	21	Half-Day/ 12pm Dismissal
	24	Third Quarter Begins
	24-28	Virtual Report Card Conferences
February	1	English Language Arts IA # 3
	2	Mathematics IA #3
	15	Parent Organization Meeting
	16	Board of Trustees Meeting
	18	Half-Day/12pm Dismissal
	21-25	Mid-Winter Break
March	1-11	Reading A-Z/DIBELS Testing
	15	Parent Organization Meeting
	17	Board of Trustees Meeting
	18	Progress Reports Distributed
	18	Half-Day/ 12pm Dismissal
	29-30	NYS English Language Arts Test
	4	Fourth Quarter Begins
April	4-8	Report Card Conferences
	15	Remote Half-Day/ 12pm Dismissal
	19	Parent Organization Meeting
	22	Board of Trustees Meeting
	26-27	NYS Mathematics Test
May	2-6	Spring Break
	9-19	I-Ready Testing Window
	24	English Language Arts IA # 4
	25	Mathematics IA #4
	20	Progress Reports Distributed
	27	Half-Day/ 12pm Dismissal
	30	Memorial Day/No School
	1-10	Reading A-Z/DIBELS Testing
June	14	Parent Organization Meeting
	16	Board of Trustee Meeting
	17	Half- Day/ 12pm Dismissal
	20	Juneteenth Observation/No School
	21	Fifth Grade Graduation
	22	Kindergarten Stepping Up Ceremony
	24	Last Day of School/Half-Day (12pm)

Days of School Count			
Month	Student	Teacher	Total
August	0	10	10
September	18	18	18
October	20	20	20
November	19	19	19
December	13	13	13
January	20	20	20
February	15	15	15
March	23	23	23
April	21	21	21
May	16	16	16
June	17	17	17
Total	182	182	192

Report Card Dates

Fall Cycle		
Month	Date	Event
September	7	1st Report Card Cycle Begins
October	15	Progress Report Grades Due
	18-22	Progress Report Conferences
	22	Progress Reports Mailed Home
November	5	Report Card Grades Due
	8-12	Report Card Conferences
	15	Report Cards Mailed Home
Winter Cycle		
November	8	2nd Report Card Cycle Begins
December	10	Progress Report Grades Due
	13-17	Progress Report Conferences
	17	Progress Reports Mailed Home
January	21	Report Card Grades Due
	24-28	Report Card Conferences
	28	Report Cards Mailed Home
Spring Cycle		
January	24	3rd Report Card Cycle Begins
March	11	Progress Report Grades Due
	14-18	Progress Report Conferences
	18	Progress Reports Mailed Home
April	1	Report Card Grades Due
	4-8	Report Card Conferences
	8	Report Cards Mailed Home
End of Year Cycle		
April	4	4th Report Card Cycle Begins
May	13	Progress Report Grades Due
	16-20	Progress Report Conferences
	20	Progress Reports Mailed Home
June	17	Report Card Grades Due
	24	Report Cards Distributed



Organizational Chart

