

Application: Sisulu Walker Charter School of Harlem

Keith Szczepanski - keithmszczepanski@gmail.com
2022-2023 Annual Report

Summary

ID: 0000000061

Last submitted: Oct 31 2023 08:54 PM (EDT)

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed - Jul 30 2023

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 the [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 2022-2023 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, 2023**) 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 800000047050

a1. Popular School Name

Sisulu-Walker Charter School of Harlem

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. DISTRICT / CSD OF LOCATION

CSD # 5 - MANHATTAN

e. Date of Approved Initial Charter

Sep 1 1999

f. Date School First Opened for Instruction

Sep 8 1999

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

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.

h. School Website Address

<http://www.sisuluwalker.org>

i. Total Approved Charter Enrollment for 2022-2023 School Year

200

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

147

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

k
1
2
3
4
5

I. Charter Management Organization

Do you have a [Charter Management Organization](#)?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

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 previous year (K-5, 6-9, etc.)	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	71 Convent Avenue, New York NY 10027	212-663-8216	NYC CSD 5	K-5	K-5	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Michelle Haynes	Principal	212-663-8216		mhaynes@sisuluwalker.org
Operational Leader	Gladys Lamb	Director of Operations	212-663-8216		glamb@sisuluwalker.org
Compliance Contact	Michelle Haynes	Principal	212-663-8216		mhaynes@sisuluwalker.org
Complaint Contact	Michelle Haynes	Principal	212-663-8216		mhaynes@sisuluwalker.org
DASA Coordinator	Michelle Haynes	Principal	212-663-8216		mhaynes@sisuluwalker.org
Phone Contact for After Hours Emergencies	Michelle Haynes	Principal	212-663-8216		mhaynes@sisuluwalker.org

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

Co-located Space

m1c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	June 30, 2025	No		No		Yes

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, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

N/A

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

No

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

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

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

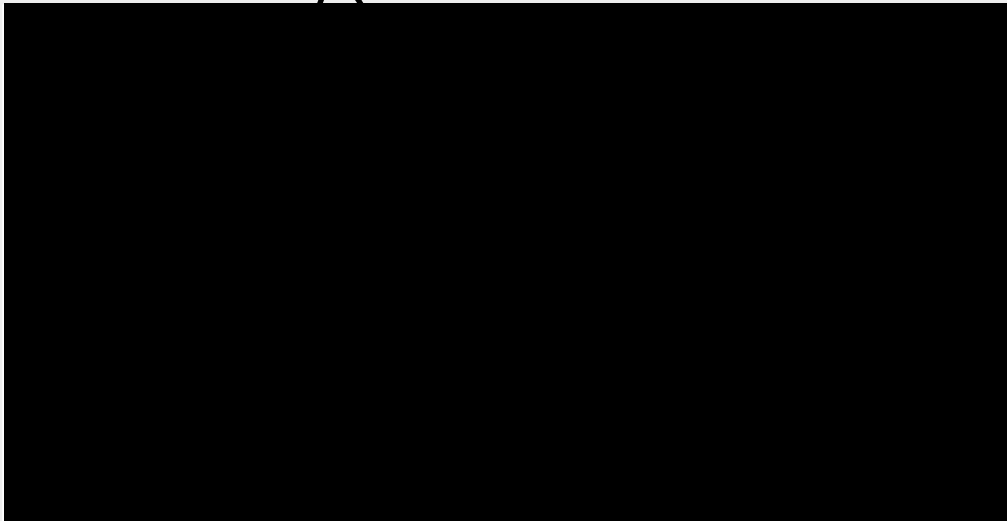
As outlined in ENTRY 10:

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.

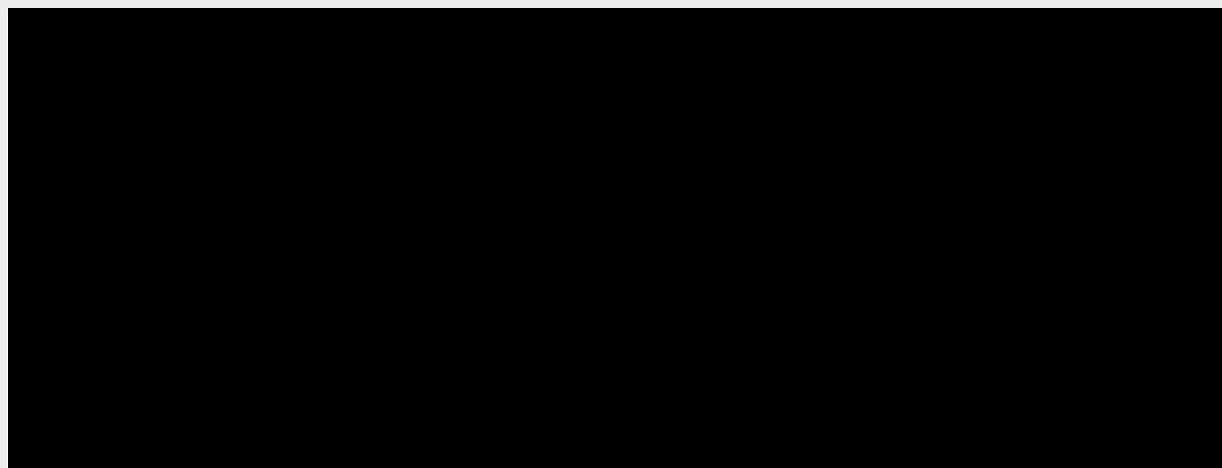
Responses Selected:

Yes

Signature, Head of Charter School

A large black rectangular redaction box covers the signature area. A small, faint circular mark is visible at the top center of the redacted area.

Signature, President of the Board of Trustees

A large black rectangular redaction box covers the signature area.

Date

Jul 28 2023



Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Jul 30 2023

Instructions

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

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Report when financials have been submitted in November.)

Form for Entry 2 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

4: Authorizer-approved DASA policy and NYSED-Approved School Discipline 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:

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	https://sisuluwalker.org/about/board-and-governance/
2. Board meeting notices, agendas and documents	https://sisuluwalker.org/about/board-and-governance/
3. New York State School Report Card	https://data.nysed.gov/profile.php?instid=800000047050
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://sisuluwalker.org/about/school-safety-plan/
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://sisuluwalker.org/about/freedom-of-information-law/
6. Authorizer-approved FOIL Policy	https://sisuluwalker.org/about/freedom-of-information-law/
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://sisuluwalker.org/about/freedom-of-information-law/

Thank you.



Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
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Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2022-2023 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed - Oct 30 2023

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, **and** into the SUNY Epicenter document management system by September 15, 2023.

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

Sisulu-Walker Accountability-Plan-Progress-Report-2022-23-Grades-K-5 Final

Filename: Sisulu-Walker_Accountability-Plan-_lvAgj4V.pdf Size: 806.3 kB

Entry 4 - Audited Financial Statements

Completed - Oct 30 2023

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

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, 2023**. 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 protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until **August 1 2023** but will be identified as a required task thereafter and due on **November 1, 2023**. This is a required task, and it is marked optional for administrative purposes only.

SWCS FS 2023 (Final)

Filename: SWCS_FS_2023_Final.pdf Size: 328.5 kB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Oct 30 2023

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

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

SWCS 2022-23-Audited-Financial-Statement-Template

Filename: SWCS_2022-23-Audited-Financial-St_P8HAWMV.xlsx Size: 174.6 kB

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

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

Entry 4c – Additional Financial Documents

Incomplete - Hidden from applicant

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. 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. 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 Contact Information

Incomplete - Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2023**.

Form for "Financial 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
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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 2023-2024 Budget

Completed - Oct 30 2023

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

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.

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

[SWCS 2023-24-Budget-and-Quarterly-Report-Template](#)

Filename: SWCS_2023-24-Budget-and-Quarterly_McABOD7.xlsx Size: 538.3 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 30 2023

Required of ALL Charter Schools

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 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. 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 Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[SWCS Board Disclosures Complete](#)

Filename: SWCS_Board_Disclosures_Complete.pdf Size: 7.3 MB

Entry 7 BOT Membership Table

Completed - Jul 30 2023

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.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2022-2023 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 Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Martez Moore	[REDACTED]	Chair	Finance, Real Estate, Grievance	Yes	4	09/01/2021	08/31/2026	10
2	Minnie Goka	[REDACTED]	Trustee/Member	Grievance, Academic	Yes	5	09/01/2019	08/31/2024	10
3	Rita Hanes	[REDACTED]	Trustee/Member	Development, Academic	Yes	2	05/01/2022	04/30/2027	10
4	Erika Ewing	[REDACTED]	Trustee/Member	Development, Academic	Yes	2	04/01/2022	03/31/2027	7
5	Joe Drayton	[REDACTED]	Trustee/Member	Finance, Grievance	Yes	2	05/01/2022	04/30/2027	5 or less
6	Monique Ware	[REDACTED]	Trustee/Member	Development, Academic	Yes	1	05/01/2022	04/30/2027	5 or less
7									
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, 2023	5
b.Total Number of Members Added During 2022-2023	0
c. Total Number of Members who Departed during 2022-2023	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5-15

3. Number of Board meetings held during 2022-2023

10

4. Number of Board meetings scheduled for 2023-2024

10

Total number of Voting Members on June 30, 2023:

5

Total number of Voting Members added during the 2022-2023 school year:

0

Total number of Voting Members who departed during the 2022-2023 school year:

1

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

5-15

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 2022-June 2023), which should match the number of meetings held during the 2022-2023 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 1, 2023**.

Entry 9 Enrollment & Retention

Completed - Jul 30 2023

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 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 2023-2024.

***SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

		Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	<p>In 2022-23, SWCSH held several virtual open houses . The open houses included a presentation on the history of our school and our program offerings. We also canvassed District 5 and District 3 to distribute informational flyers and speak to families about our instructional program. We used a third-party mail vendor to send mailers to families of rising kindergarten and first grade students. We conducted information sessions at many of the city's preschool programs (Head Start and daycares); and we advertised flyers in the Spanish-language. We created commercials with Pix 11 and Spectrum to target families in New York City.</p> <p>We held an off-site in-person open house in district 5. Scheduled before this year's annual lottery, this event happened at Legend's event space on 135th Street in Harlem. The goal of this event was two-fold. One goal was to share information and answer questions about our program. Goal two was to spread awareness that we are now housed in district 5. We invited local pre-school providers and families to the event, so they could gain a better understanding of the educational program we offer. Food was served. Applications for the lottery were available. We provide giveaway packages with educational resources and supplies to each</p>	<p>Scheduled before this year's annual lottery. This event happened at Legend's event space on 135th Street in Harlem. The goal of this event is two-fold. One goal is to share information and answer questions about our program. Goal two is to spread awareness that we are now housed in district 5. We will invite local pre-school providers and families to the event so they can gain a better understanding of the educational program we offer. Food will be served, there will be applications for the lottery available, a giveaway package and a raffle</p>

	<p>student and a raffle was conducted (3 winners were drawn).</p> <p>Our student outreach materials explicitly stated that the school serves all students, regardless of language including those with IEPs and 504s. In addition, all materials were printed in English and Spanish.</p> <p>We hosted several information sessions prior to the application deadline to ensure that families had an opportunity to visit the school and ask questions of school leadership. The Principal took families on tours of our school and answered any lingering questions that families had about the school. Our SPED coordinator was present to answer any questions for families with IEPs and 504s. Our Operations Associate answered questions related to busing and enrollment. These information sessions were advertised on the Charter Center calendar so families could learn about the sessions when applying for our school using the common application.</p>	
English Language Learners	<p>In 2022-23, SWCSH held several virtual open houses . The open houses included a presentation on the history of our school and our program offerings. We also canvassed District 5 and District 3 to distribute informational flyers and speak to families about our instructional program. We used a third-party mail vendor to send mailers to families of rising</p>	<p>Scheduled before this year's annual lottery. This event happened at Legend's event space on 135th Street in Harlem. The goal of this event is two-fold. One goal is to share information and answer questions about our program. Goal two is to spread awareness that we are now housed in district 5. We will invite local pre-school providers and families to the event so they can</p>

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	<p>families on tours of our school and answered any lingering questions that families had about the school. Our SPED coordinator was present to answer any questions for families with IEPs and 504s. Our Operations Associate answered questions related to busing and enrollment. These information sessions were advertised on the Charter Center calendar so families could learn about the sessions when applying for our school using the common application.</p>	
Students with Disabilities	<p>In 2022-23, SWCSH held several virtual open houses . The open houses included a presentation on the history of our school and our program offerings. We also canvassed District 5 and District 3 to distribute informational flyers and speak to families about our instructional program. We used a third-party mail vendor to send mailers to families of rising kindergarten and first grade students. We conducted information sessions at many of the city's preschool programs (Head Start and daycares); and we advertised flyers in the Spanish-language. We created commercials with Pix 11 and Spectrum to target families in New York City.</p> <p>We held an off-site in-person open house in district 5. Scheduled before this year's annual lottery, this event happened at Legend's event space on 135th Street in Harlem. The goal of this event was two-fold. One goal was to share information and answer questions about our program. Goal two was to spread awareness that we are now housed</p>	<p>Scheduled before this year's annual lottery. This event happened at Legend's event space on 135th Street in Harlem. The goal of this event is two-fold. One goal is to share information and answer questions about our program. Goal two is to spread awareness that we are now housed in district 5. We will invite local pre-school providers and families to the event so they can gain a better understanding of the educational program we offer. Food will be served, there will be applications for the lottery available, a giveaway package and a raffle</p>

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Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	<p>During the 2022-2023 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.</p> <p>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 full time Title I Coordinator and Special Education Coordinator. 5 out of our 6 classrooms are Integrated Co-Teaching classrooms. Each Integrated Co-Teaching</p>	<p>In the 2023-24 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.</p> <p>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 full time Title I Coordinator and Special Education Coordinator. 5 out of our 6 classrooms are Integrated Co-Teaching classrooms. Each Integrated Co-Teaching classroom had one special</p>

	<p>classroom had one special education teacher and one general education teacher.</p> <p>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.</p> <p>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.</p>	<p>education teacher and one general education teacher.</p> <p>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.</p> <p>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.</p>
English Language Learners	<p>During the 2022-2023 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.</p> <p>Additionally, Sisulu-Walker</p>	<p>In the 2023-24 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.</p> <p>Additionally, Sisulu-Walker Charter School set up information</p>

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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.

In addition, we will continue to increase our efforts to attract students with disabilities, English Language Learners, and students

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Entry 10 – Teacher and Administrator Attrition

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

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

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 who 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. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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 [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

^[1] Employees who 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.nysed.gov/common/nysed/files/programs/charter-schools/employee-fingerprint-oct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospa/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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.

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Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete - 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 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.

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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category A: 5 or 30% whichever is less	0

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

	FTE Count
i. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
Total Category B: not to exceed 5	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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(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: 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	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete - Hidden from applicant

[Instructions](#)

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

Upload the 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed - Jul 30 2023

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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 also 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 (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

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

[SWCSH 2023-2024 Calendar Final](#)

Filename: SWCSH_2023-2024_Calendar_Final_.pdf Size: 277.7 kB

Entry 14 Staff Roster

Incomplete - Hidden from applicant

[INSTRUCTIONS](#)

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.

Reminders: Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

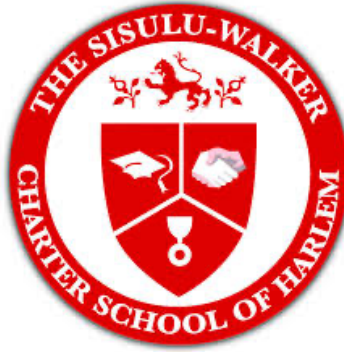
Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer	Select your school's authorizer from the drop-down list first , before completing the roster.
NOTE: MUST BE DONE FIRST	
School Name and Institution ID	Select your school's name from the drop-down list .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the 7 digit TEACH ID for the Faculty/Staff person.
Role in School	Select the best choice of role of the Faculty/Staff person from the drop-down list .

CPR/AED Certification Status	Select the appropriate choice from the drop-down list .
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	Select the appropriate choice from the drop-down list .
Subject Taught	Select the appropriate choice from the drop-down list .
Notes	Optional

Optional Additional Documents to Upload (BOR)

Incomplete



Sisulu-Walker Charter School of Harlem

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 1, 2023

By: Michelle Haynes

71-111 Convent Avenue
New York, New York 10027

212-663-8216

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Principal Michelle Haynes prepared this 2022-23 Accountability Progress Report on behalf of the charter 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
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 the 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.

To address learning loss and to be prepared in the event of another pandemic, all citizens are provided with a dedicated device to use in class; these devices will be used if we ever have to pivot to remote instruction. 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 provides citizens with additional opportunities to become proficient users of different computer programs; this measure also ensures that we can pivot to remote instruction at any time without interrupting learning. Each class is assigned two teachers and one support staff member. This allows us to reduce our student-teacher ratio to provide targeted intervention to address learning loss.

We dedicate the first period of the day for a Morning Meeting/Enrichment period. This time is used to provide enrichment related to content literacy topics as well as time for us to explicitly teach social and emotional learning competencies. The primary goal of Morning Meetings is to give citizens a safe environment that: provides a sense of trust, allows all citizens to feel important, encourages respectful learning, helps regulate emotions, boosts empathy and teamwork, separates home from school and prepares citizens for the day's events and supports all aspects of learning—academic, emotional, and social. This period also provides an opportunity to build language skills through explicit vocabulary instruction, analysis of poetry and weekly proverbs/sayings. On Fridays, this period is followed by a Social and Emotional Learning period.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

Sisulu-Walker Charter School of Harlem 2021-22 Accountability Plan Progress Report

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

School Year	K	1	2	3	4	5	Total
2020-21	28	29	32	44	31	38	199
2021-22	26	25	33	24	30	27	165
2022-23	26	24	20	29	22	28	149

GOAL 1: ENGLISH LANGUAGE ARTS

All students at the school will become proficient in reading and writing of the English language.

BACKGROUND

At SWCSH, our mantra is “Literacy is Everything and Everywhere.” We believe that children learn to read and write by reading and writing daily for information and enjoyment. Students are required to read books on or above their independent reading level across content areas and demonstrate mastery of all content through writing. Writing is embedded across the curriculum through reading, social studies, science and mathematics. As a result, literacy is taught across the curriculum using a comprehensive balanced literacy approach. Balanced Literacy is an all-inclusive framework that encompasses all 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Data Coordinator provide coaching to teachers. Teachers are placed in coaching cycles based on the number of years of experience that they have. Coaching includes the analysis of videos and informal observations. After the first coaching cycle for each cohort, teachers that require additional support are placed on 6-week coaching cycles for the remainder of the year. Coaching meetings are conducted on Fridays. Written feedback is given to teachers on the day that observations occur.

Cycle I

Cohort	Years of Experience	Timeframe
A	2 years or less	September- October
B	3-5 years	November-December
C	5+years	January-February

All teachers regardless of the cohort they are in receive ongoing feedback and support. Within the first month of school, all teachers are required to record a lesson for video analysis and all teachers are observed a minimum of once per week.

Elementary and Middle ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	20	0	8	0	0	0	0	28
4	16	0	4	0	0	0	0	20

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

5	23	0	4	0	0	0	0	27
All	59	0	16	0	0	0	0	75

Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	20	7	35%	18	7	39%
4	16	10	63%	15	10	67%
5	23	17	74%	22	16	73%
All	59	34	58%	55	33	60%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency	
	Charter School Students In At Least 2 nd Year	All District Students

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	39%	18	N/A	N/A
4	67%	15	N/A	N/A
5	73%	22	N/A	N/A
All	60%	55	N/A	N/A

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	78.6%	55.6%	37.3%	0.95
4	90.3%	65.0%	27.3%	2.21
5	77.8%	71.4%	29.2%	2.57
All	82.3%	64.4%	31.0%	1.95

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁴ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **i-Ready**

I-READY

2022-23 i-Ready [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	75	95%	No
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	28	152%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁵	93% ⁶	13	144%	Yes

⁵ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁶ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	70	21%	No
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End of Year Performance on 2022-23 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	25%	28	28%	25
4	15%	20	16%	19
5	19%	27	19%	26
All	20%	75	21%	70

End of Year Growth on 2022-23 i-Ready [ELA/Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	163%	28
4	15%	20
5	94%	27
All	95%	75

SUMMARY OF THE ELA GOAL

At the time of submission, only two goals can be measured, one absolute, one comparative. The absolute goal was not achieved, the school was 15 percentage points below the stated goal of 75 percent proficiency amongst students attending the school for at least two years. The measurable comparative goal was met. The school's effect size is significantly larger than the stated 0.3 goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Goal Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Cannot measure, district results not available
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Goal met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

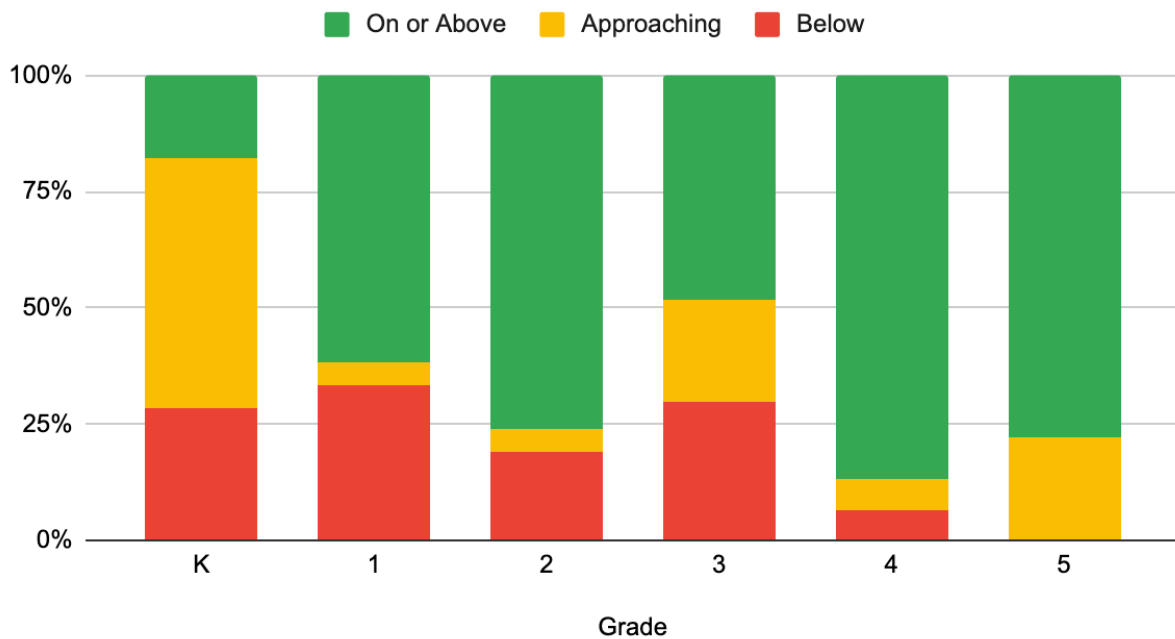
EVALUATION OF ELA GOAL

Of the two measurable English language arts goals, Sisulu greatly exceeded the comparative goal, which measures economically disadvantaged student performance. The school's fourth and fifth grades had an actual percentage of students achieving levels 3 and 4 on the state exam that was more than double the predicted percentage. The school's overall actual percentage of students achieving levels 3 and 4 was also more than double the predicted percentage.

The school did not meet its absolute goal, 75% of all tested students enrolled at the school for at least two years achieving proficiency on the ELA exam. However, the school had an impressive 60% of students enrolled at the school for at least two years achieve proficiency. The highest achieving grade was the school's 5th grade, which had 73% of students enrolled at the school for at least two years achieve proficiency. In fact, the school's fourth and fifth grades had a higher percentage of students achieving proficiency than the average for all New York City public fourth and fifth grade students.

ADDITIONAL CONTEXT AND EVIDENCE

Schoolwide Reading Levels - June 2023



As the chart above shows, by the end of the 2022-23 school year, Sisulu had a significant percentage of students on or above the appropriate grade reading level. The highest achieving grades on the school's reading benchmark assessments were also the highest performing grades on the State ELA assessment exam.

ELA ACTION PLAN

Each class will have three team members assigned to the class. An assistant teacher will be assigned to kindergarten and intervention teachers, or assistant 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, citizens will receive individualized instruction using i-Ready.

The Data Coordinator will 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 after-school program will be open to students in all grades and will run for 160 days. During after-school, citizens will receive literacy support in small groups or individually.

In order to prepare our citizens for the demands of computer-based testing, we will institute a Reading Zone period on Fridays. The purpose of the period is to give our citizens ample opportunity to read, annotate and analyze passages via computer. We will use previously released state test passages that have not been utilized for interim assessments for Reading Zone instruction. In addition, we have purchased Rally to provide additional computer-based testing support to our citizens. The Title I Coordinator, who is a reading specialist, is also providing additional reading intervention to citizens in third and fourth grade.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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 citizens 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 taught using the priority standards from the previous grade to address learning loss and the summer slide during the re-teach block. 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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 and i-Ready for individualized instruction in addition to other assignments generated by teachers.

The Rally computer-based rehearsals were purchased to provide citizens with additional support and exposure to computer-based tests.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	22	0	6	0	0	0	0	0	28
4	16	0	4	0	0	0	0	0	20
5	23	0	4	0	0	0	0	0	27
All	61	0	14	0	0	0	0	0	75

Performance on 2022-23 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	22	17	77%	20	15	75%
4	16	11	69%	15	11	73%
5	23	16	70%	22	16	73%
All	61	44	72%	57	42	74%

Math Measure 2 - Absolute

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2022-23 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	75%	20	N/A	N/A
4	73%	15	N/A	N/A
5	73%	22	N/A	N/A
All	74%	57	N/A	N/A

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	78.6%	60.0%	37.7%	1.05
4	90.3%	80.0%	24.9%	2.95
5	77.8%	52.4%	26.5%	1.41
All	82.2%	63.9%	29.7%	1.80

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **i-Ready**

I-READY

2022-23 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	76	100%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	29	135%	Yes

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁷	100 ⁸	13	106%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	70	23%	No

End of Year Performance on 2022-23 i-Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	14%	29	12%	25
4	35%	20	37%	19
5	22%	27	23%	26
All	22%	76	23%	70

End of Year Growth on 2022-23 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	131%	29

⁷ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁸ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

4	68%	20
5	89%	27
All	100%	76

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

At the time of submission, only two goals can be measured, one absolute, one comparative. The absolute goal was not achieved, the school was 1 percentage points below the stated goal of 75 percent proficiency amongst students attending the school for at least two years. The measurable comparative goal was met. The school's effect size is significantly larger than the stated 0.3 goal.

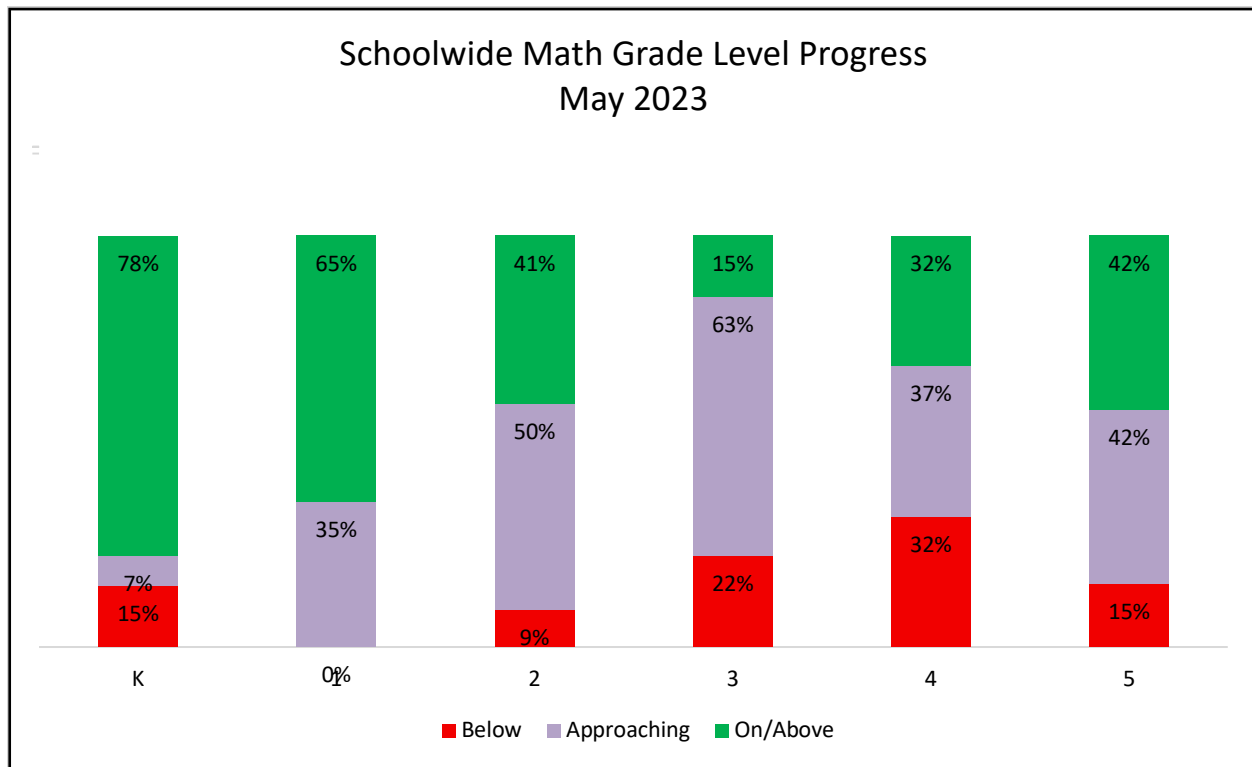
Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Cannot measure, district results are not available
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

Of the two measurable mathematics goals, Sisulu greatly exceeded the comparative goal, which measures economically disadvantaged student performance. The school's third, fourth, and fifth grades had an actual percentage of students achieving levels 3 and 4 on the state exam that was more than double the predicted percentage.

The school did not meet its absolute goal, 75% of all tested students enrolled at the school for at least two years achieving proficiency on the math exam. However, the school missed the goal by a single percentage point. Sisulu's highest achieving grade was the third grade, with 75% of students achieving proficiency. 73% of the school's fourth and fifth grades had students enrolled in the school for at least years achieve proficiency on the math exam.

ADDITIONAL CONTEXT AND EVIDENCE



As the chart above shows, the vast majority of Sisulu students were approaching or on/above grade level in math when they took the interim assessment exam in May 2023. These numbers are reflective of the school's high performance on the state math assessment, where 74% of all students enrolled at the school for at least two years achieved proficiency.

MATHEMATICS ACTION PLAN

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. A *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, citizens will take an assessment that will measure their proficiency 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. Citizens will also utilize Rally for additional computer-based testing practice.

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.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school did not administer the New York State Testing Program science assessment in the 2022-23 school year. The test was not administered in the 2022-23 school year, but will be given to fifth grade students in the 2023-24 school year.

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A
All	N/A	N/A	N/A

Science Measure 2 - Comparative

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2022-23 State Science Exam Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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

EVALUATION OF THE SCIENCE GOAL

The school did not administer the New York State Testing Program science assessment in the 2022-23 school year. The test was not administered in the 2022-23 school year, but will be given to fifth grade students in the 2023-24 school year.

ADDITIONAL CONTEXT AND EVIDENCE

The school did not administer the New York State Testing Program science assessment in the 2022-23 school year. The test was not administered in the 2022-23 school year, but will be given to fifth grade students in the 2023-24 school year.

Sisulu currently only serves students up to the fifth grade. Thus, this goal does not apply to our school.

Performance on a Regents Science Exam

Sisulu-Walker Charter School of Harlem 2021-22 Accountability Plan Progress Report

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	N/A	N/A	N/A	N/A
8	2021-22	N/A	N/A	N/A	N/A
8	2022-23	N/A	N/A	N/A	N/A

ACTION PLAN

Sisulu-Walker Charter School of Harlem will administer 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 citizens to participate in science experiments throughout the year using a station teaching format. All citizens will participate in the science performance tasks provided by the state.

GOAL 4: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good standing
2021-22	Good standing
2022-23	Good standing

ADDITIONAL CONTEXT AND EVIDENCE

Provide a narrative reviewing the school's ESSA status during each year of the current Accountability Period.

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

Sisulu-Walker Charter School of Harlem, Inc.

**Financial Statements
and
Independent Auditors' Report**

June 30, 2023

Sisulu-Walker Charter School of Harlem, Inc.

Financial Statements

Table of Contents

Independent Auditors' Report	1 - 2
Financial Statements	
Statement of Financial Position	3
Statement of Activities	4
Schedule of Functional Expenses	5
Statement of Cash Flows	6
Notes to Financial Statements	7 - 11
Independent Auditors' Report on Internal Control Over Financial Reporting and On Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards	12 - 13

Independent Auditors' Report

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

Opinion

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, 2023, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

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, 2023, 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.

Basis for Opinion

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. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Sisulu-Walker Charter School of Harlem, Inc. and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Sisulu-Walker Charter School of Harlem, Inc.'s ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards, we:

- * Exercise professional judgment and maintain professional skepticism throughout the audit.
- * Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- * Obtain an understanding of internal control relevant to the audit 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 Sisulu-Walker Charter School of Harlem, Inc's internal control. Accordingly, no such opinion is expressed.
- * Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- * Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Sisulu-Walker Charter School of Harlem, Inc's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Report on Summarized Comparative Information

We have previously audited Sisulu-Walker Charter School of Harlem, Inc.'s 2022 financial statements, and our report dated October 25, 2022, 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, 2022, 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 xx, 2023, 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.

[REDACTED]

New City, New York

October 6, 2023

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Financial Position
June 30, 2023
(With Summarized Comparative Information For June 30, 2022)

ASSETS	2023	2022
Current Assets		
Cash and Cash Equivalents	\$ 513,641	\$ 341,913
Due from Government Agencies (Note 3)	<u>453,069</u>	<u>334,923</u>
Total Current Assets	<u>966,710</u>	<u>676,836</u>
Fixed Assets		
Leasehold Improvements	220,692	220,692
Equipment, Furniture and Fixtures	<u>1,005,341</u>	<u>996,720</u>
	1,226,033	1,217,412
Less: Accumulated Depreciation	<u>(998,886)</u>	<u>(923,944)</u>
Total Fixed Assets	<u>227,147</u>	<u>293,468</u>
Other Assets		
Security Deposits	<u>-</u>	<u>37,500</u>
Total Other Assets	<u>-</u>	<u>37,500</u>
Total Assets	<u><u>\$ 1,193,857</u></u>	<u><u>\$ 1,007,804</u></u>
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts Payable and Accrued Expenses	\$ 219,677	\$ 130,627
Accrued Payroll and Related Expenses	336,227	247,706
Deferred Revenue	<u>170,161</u>	<u>-</u>
Total Liabilities	<u>726,065</u>	<u>378,333</u>
Net Assets		
Net Assets Without Donor Restrictions	<u>467,792</u>	<u>629,471</u>
Total Net Assets	<u>467,792</u>	<u>629,471</u>
Total Liabilities and Net Assets	<u><u>\$ 1,193,857</u></u>	<u><u>\$ 1,007,804</u></u>

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Activities
For the year ended June 30, 2023
(With Summarized Comparative Information For The Year Ended June 30, 2022)

NET ASSETS WITHOUT DONOR RESTRICTIONS

PUBLIC SUPPORT AND REVENUE

	<u>2023</u>	<u>2022</u>
Resident Student Enrollment	\$ 2,971,531	\$ 3,263,593
Grants and Contracts		
Federal Funding	587,927	606,524
State Funding	3,230	-
Corporate Contributions	182,495	19,038
Interest Income	<u>7,657</u>	<u>1,701</u>
Total Public Support and Revenue	<u>3,752,840</u>	<u>3,890,856</u>

EXPENSES

Program Services		
Regular Education	2,388,953	2,049,006
Special Education	<u>893,398</u>	<u>1,433,913</u>
Total Program Expenses	3,282,351	3,482,919
Supporting Services		
Management and General	<u>632,168</u>	<u>707,442</u>
Total Expenses	<u>3,914,519</u>	<u>4,190,361</u>
Total Change in Net Assets	(161,679)	(299,505)
Net Assets, Beginning of Year	<u>629,471</u>	<u>928,976</u>
Net Assets, End of Year	<u><u>\$ 467,792</u></u>	<u><u>\$ 629,471</u></u>

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Functional Expenses
For the year ended June 30, 2023
(With Summarized Comparative Information For The Year Ended June 30, 2022)

	Regular Education	Special Education	Total Programs	Support Services	2023	2022
<u>Personnel Service Costs</u>						
Salaries						
Administrative Staff Personnel	\$ 191,856	\$ 119,910	\$ 311,766	\$ 167,874	\$ 479,640	\$ 513,087
Instructional Personnel	1,109,612	387,247	1,496,859		1,496,859	1,515,120
Non-Instructional Personnel	-	-	-	197,187	197,187	220,040
Total Personnel Costs	1,301,468	507,157	1,808,625	365,061	2,173,686	2,248,247
Fringe Benefits	187,269	72,975	260,244	24,155	284,399	332,482
Payroll Taxes	115,406	44,971	160,377	14,886	175,263	187,704
Retirement Benefits	43,979	17,138	61,117	5,673	66,790	65,265
Total Personnel and Related Expenses	346,654	135,084	481,738	44,714	526,452	585,451
<u>Operating Expenses</u>						
Consultants - Education (Note 5)	110,693	40,022	150,715	11,884	162,599	182,585
Insurance	47,340	18,448	65,788	6,106	71,894	62,838
Supplies and Materials	16,454	4,540	20,994	682	21,676	12,693
Technology	41,300	16,094	57,394	5,327	62,721	28,843
Occupancy	55,699	21,705	77,404	7,185	84,589	481,252
Utilities	19,742	7,693	27,435	2,547	29,982	80,725
Student Services	161,117	35,765	196,882	-	196,882	17,678
Staff Development	41,882	14,681	56,563	4,141	60,704	45,693
Marketing and Recruitment	35,216	9,836	45,052	1,553	46,605	15,378
Accounting and Audit Fees	-	-	-	155,700	155,700	151,596
Office Expenses	89,507	34,879	124,386	11,545	135,931	108,935
Maintenance and Repairs	43,491	16,947	60,438	5,610	66,048	67,481
Equipment and Furnishings	2,932	1,142	4,074	378	4,452	4,711
Depreciation	49,347	19,230	68,577	6,365	74,942	78,326
Other Expenses	26,111	10,175	36,286	3,370	39,656	17,929
Total Operating Expenses	740,831	251,157	991,988	222,393	1,214,381	1,356,663
TOTAL EXPENSES	\$ 2,388,953	\$ 893,398	\$ 3,282,351	\$ 632,168	\$ 3,914,519	\$ 4,190,361

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Cash Flows
For the year ended June 30, 2023
(With Summarized Comparative Information For The Year Ended June 30, 2022)

	<u>2023</u>	<u>2022</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from Resident Student Enrollment	\$ 3,153,996	\$ 3,258,998
Receipts from Grants and Contributions	643,202	504,384
Receipts from Other Revenue	7,657	1,701
Payments to Employees	(2,611,617)	(2,934,921)
Payments to Vendors and Suppliers	<u>(1,012,889)</u>	<u>(1,251,248)</u>
Net Cash Provided by Operating Activities	<u>180,349</u>	<u>(421,086)</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Payments for Leasehold Improvements	-	(1,780)
Purchases of Equipment, Furniture and Fixtures	<u>(8,621)</u>	<u>(46,218)</u>
Net Cash Used In Investing Activities	<u>(8,621)</u>	<u>(47,998)</u>
NET DECREASE IN CASH, CASH EQUIVALENTS, AND RESTRICTED CASH	171,728	(469,084)
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH AT BEGINNING OF YEAR	<u>341,913</u>	<u>810,997</u>
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH AT END OF YEAR	<u><u>\$ 513,641</u></u>	<u><u>\$ 341,913</u></u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOWS INFORMATION		
Reconciliation of cash, cash equivalents and restricted cash reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash and Cash Equivalents	\$ 436,020	\$ 265,752
Cash in Escrow	<u>77,621</u>	<u>76,161</u>
Total Cash, Cash Equivalents and Restricted Cash	<u><u>\$ 513,641</u></u>	<u><u>\$ 341,913</u></u>

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2023

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 2021 and extended thru August 9, 2026.

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 School 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 School. The School'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 School 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 School at June 30, 2023 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.

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should it occur. As of June 30, 2023, the escrow account amounted to \$77,621.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2023

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, 2023, the School is no longer subject to U.S. Federal income tax examinations by tax authorities for the years ended prior to June 30, 2020. The tax returns for the years ended June 30, 2020 through June 30, 2022 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.

Revenue Recognition and Receivables

The School recognizes revenue from grants, contracts and gifts in accordance with guidance under which the School evaluates whether a transfer of assets is (1) an exchange transaction in which a resource provider is receiving commensurate value in return for the resources transferred or (2) a contribution. If the transfer of assets is determined to be an exchange transaction, the School applies guidance under ASC 606. If the transfer of assets is determined to be a contribution, the School evaluates whether the contribution is conditional based upon whether the agreement includes both (1) one or more barriers that must be overcome before the School is entitled to the assets transferred and promised and (2) a right of return of assets transferred or a right of return.

The School's significant sources of revenue are contracts and grants from government agencies, and contributions. Grants and contributions received are recorded as without donor restrictions or with donor restrictions based on the nature of donor restrictions. Grants are recognized when the School incurs expenses related to the contract. Generally, the funds are not remitted until a voucher for the services provided or expenses incurred has been submitted for reimbursement. Funds received in advance of services provided or expenses incurred are recorded as deferred revenue.

Contributions are reported as with donor restrictions support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified as net assets without donor restrictions and reported in the statement of activities as net assets released from donor restriction. Donor restricted contributions and grants whose restrictions are met within the same year as received are reflected as contributions and grants without donor restrictions.

The School considers receivables to be fully collectible based on management's review of individual accounts outstanding. If collection becomes doubtful, an allowance for doubtful accounts will be established when that determination is made by management. Unpaid balances remaining after the stated payment terms are considered past due. Recoveries of previously charged off accounts are recorded when received.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2023

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

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.

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.

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, 2022 financial statements include certain prior year summarized comparative information in total but not by net asset class. As a result, the June 30, 2022 comparative information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such June 30, 2022 information should be read in conjunction with the School's financial statements for the year ended June 30, 2022, from which the summarized information was derived.

Newly Adopted Accounting Pronouncements

In September 2020, the Financial Accounting Standard Board ("FASB") issued an Accounting Standard Update ("ASU") 2020-07, Not-For-Profit Entities (Topic 958): Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets. The ASU amends guidance for not-for-profit entities that receive contributed nonfinancial assets. The update requires not-for-profits to present contributed nonfinancial assets as a separate line item in the statement of activities, and to disclose information regarding each type of contributed nonfinancial assets. The update is to be applied on a retrospective basis and is effective for annual reporting periods beginning after June 15, 2022. The Organization adopted this pronouncement during the year ended June 30, 2023. The adoption of this accounting standard did not have an impact on the Organization's financial position or changes in its net assets.

Recent Accounting Pronouncement

In February 2016, the FASB issued Accounting Standard Update ("ASU") 2016-02, Leases (Topic 842) which amends existing lease guidance. The update requires lessees to recognize a right-of-use asset and related liability for many operating leases currently off-balance sheet under U.S. GAAP. Also, the FASB has issued amendments to the update with practical expedients related to land easements and lessor accounting. The Organization adopted this pronouncement during the year ended June 30, 2023. The adoption of this accounting standard did not have an impact on the School's financial position or changes in its net assets.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2023

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, IV, ESSER2, and ESSER3 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, 2023, \$453,069 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 \$66,790 for 2023. 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 – 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 6 – SCHOOL FACILITY

The School has an agreement with the New York City Department of Education for dedicated space in building M223, located at 71-111 Convent Avenue, New York, NY. The School is responsible for any overtime-related costs for services provided beyond regular opening hours. These costs have been included in contracted service in the accompanying statement of functional expenses. The facility was provided to the School at no cost but the School must provide for continuing maintenance and operating expenses. The expenses are also included in maintenance & repairs in the accompanying statement of functional expenses.

NOTE 7 – COMMITMENTS

Operating Lease

The School entered into a new operating lease agreement for equipment on August 1, 2023. The lease begins on September 1, 2023 and calls for monthly payments of \$3,585 and expires on November 30, 2027.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2023

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.

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, 2023, the School has \$889,089 of financial assets to meet needs for general expenditures consisting of cash of \$436,020 and due from government agencies of \$453,069. 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 School 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.

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 6, 2023, 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, 2023 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 6, 2023.

Report on 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) as a basis for designing 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.

Report on 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 financial statements. 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.

[REDACTED]

New City, New York

October 6, 2023

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Martez R. Moore

Name of Charter School Education Corporation:

Sisulu Walker Charter School of Harlem

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Chairman of the Board

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

N/A

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

N/A

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

N/A

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

N/A

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

212-785-0285

Business Address:

45 Rockefeller Plaza, 20th Fl, NY, NY

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

Martez R. Moore

Digitally signed by Martez R.
Moore

Date: 2023.07.13 12:45:37 -04'00' 7/13/23

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Rita Hanes

Name of Charter School Education Corporation:

Sisisulu Walker Charter School of Harlem

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Co- Chair Academic Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☐ None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Spectrum Reach	TV Advertising	16,000	Rita Hanes-Sr. Director. Brand Marketing And Strategy. Obtained access to the Pay it Forward Program for the school. This entitled the school to 15k free advertising in 2022. And 50% off the advertising investment in 2023. Advertising placed to drive awareness and enrollment.	No real conflict of interest. Principal worked directly with the Account Executive to determine the best investment/strategy.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☐ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

212 367 0647

Business Address:

1699 Broadway, NY, NY 10019

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

Signature

7/11/23

Date

Acceptable signature formats include:

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Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Erika L. Ewing

Name of Charter School Education Corporation:

Sisulu-Walker Charter School of Harlem

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

BOARD, ACADEMIC COMMITTEE

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

N/A

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

N/A

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

N/A

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

N/A

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

646.853.5345

Business Address:

28 WEST 120TH STREET, 4A NY, NY 10027

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

Digitally signed by Erika L. Ewing
Date: 2023.07.12 10:53:08
-04'00'

7/13/23

Signature

Date

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Minnie Goka

Name of Charter School Education Corporation:

Sisulu Walker Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Grievance, Academic

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

N/A

Business Address:

N/A

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

Signature

7/12/23

Date

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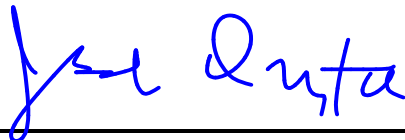
Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



Signature

Date

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



Signature

Date

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Sisulu-Walker Charter School of Harlem

2023-24 School Calendar

August 2023						
Su	Mo	Tu	We	Th	Fr	Sa
		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 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					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 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			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 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					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 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	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 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				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		

March 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					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 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	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 2024						
Su	Mo	Tu	We	Th	Fr	Sa
			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 2024						
Su	Mo	Tu	We	Th	Fr	Sa
						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 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	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	21	All Staff Report to Work
September	5	First Day of School
	11-22	Reading A-Z/DIBELS Testing
	11-29	i-Ready Testing Window
	14	Board of Trustees Meeting
	15	Half-Day/12pm Dismissal
	19	Parent Organization Meeting
October	9	Indigenous People's Day/ No School
	10-11	English Language Arts IA #1
	12	Board of Trustees Meeting
	13	Distribute Progress Reports
	17-18	Mathematics IA #1
	17	Parent Organization Meeting
	20	Half-Day/12pm Dismissal
	31	Halloween/Half-Day/12pm Dismissal
November	11	Board of Trustees Meeting
	13	Second Quarter Begins
	13-17	Virtual Report Card Conferences
	14	Parent Organization Meeting
	17	Half-Day 12pm Dismissal
	21	Half-Day 12pm Dismissal
	22-24	Thanksgiving Break/No School
	27-30	Reading A-Z/DIBELS Testing
December	1-8	Reading A-Z/DIBELS Testing Cont.
	5-6	English Language Arts IA #2
	12-13	Mathematics IA #2
	12	Parent Organization Meeting
	14	Board of Trustees Meeting
	15	Half-Day/12pm Dismissal
	18-29	Christmas Break/No School
January	1	New Year's Day/ No School
	5	Progress Reports Distributed
	8-19	i-Ready Testing Window
	11	Board of Trustees Meeting
	15	Martin Luther King Jr. Day/ No School
	16	Parent Organization Meeting
	17	Wyatt T. Walker Day of Service
	19	Half-Day/ 12pm Dismissal
February	5	Third Quarter Begins
	5-9	Virtual Report Card Conferences
	6-7	English Language Arts IA #3
	8	Board of Trustees Meeting
	13-14	Mathematics IA #3
	16	Half-Day/ 12pm Dismissal
	19-23	Mid-Winter Break
	27	Parent Organization Meeting
March	1-14	Reading A-Z/DIBELS Testing
	8	Progress Reports Distributed
	14	Board of Trustee Meeting
	15	Half-Day/ 12pm Dismissal
	19	Parent Organization Meeting
	29	Good Friday/No School
April	1	Easter Monday/No School
	8	Fourth Quarter Begins
	8-12	Virtual Report Card Conferences
	11	Board of Trustee Meeting
	16-17	New York State English Language Arts Test
	19	Half-Day/12pm Dismissal
	22-26	Spring Break
	30	Parent Organization Meeting
May	8-9	New York State Mathematics Test
	9	Board of Trustee Meeting
	13-31	i-Ready Testing Window
	14	Parent Organization Meeting
	15	New York State 5 th Grade Science Test
	17	Half-Day/12pm Dismissal
	23	Progress Reports Distributed
	21-22	English Language Arts IA # 4
	24-27	Memorial Day Break/No School
	28-29	Mathematics IA #4
June	3-7	Reading A-Z/DIBELS Testing
	13	Board of Trustee Meeting
	17	Fifth Grade Graduation
	18	Kindergarten Stepping Up Ceremony
	18	Parent Organization Meeting
	19	Juneteenth/No School
	26	Last Day of School/Half-Day (12pm)

Days of School Count			
Month	Student	Teacher	Total
August	0	10	10
September	19	19	19
October	21	21	21
November	19	19	19
December	11	11	11
January	21	21	21
February	16	16	16
March	20	20	20
April	16	16	16
May	22	18	18
June	17	17	17
Total	182	192	192

Fall Report Card Cycle		
Month	Date	Event
September	5	1st Report Card Cycle Begins
October	6	Progress Report Grades Due
	10-13	Progress Report Conferences
	13	Distribute Progress Reports
November	10	Report Card Grades Due
	13-17	Report Card Conferences
	17	Distribute Report Cards
Winter Report Card Cycle		
November	13	2nd Report Card Cycle Begins
December	15	Progress Report Grades Due
January	2-5	Progress Report Conferences
	5	Distribute Progress Reports
February	2	Report Card Grades Due
	5-9	Report Card Conferences
	9	Distribute Report Cards
Spring Report Card Cycle		
February	5	3rd Report Card Cycle Begins
March	1	Progress Report Grades Due
	4-8	Progress Report Conferences
	8	Distribute Progress Reports
April	5	Report Card Grades Due
	8-12	Report Card Conferences
	12	Distribute Report Cards
End of Year Cycle		
April	8	4th Report Card Cycle Begins
May	17	Progress Report Grades Due
	20-23	Progress Report Conferences
	23	Distribute Progress Reports
June	14	Report Card Grades Due
	25	Distribute Report Cards

Holidays

Month	Date (s)	Event
October	9	Indigenous People's Day
November	22-24	Thanksgiving Break
December	18-29	Christmas Break
January	1	New Year's Day
	15	Martin Luther King Jr. Day
February	19-23	Mid-Winter Break
March	29	Good Friday
April	1	Easter Monday
	22-26	Spring Break
May	24-27	Memorial Day Break
June	19	Juneteenth

Half-Days (12pm Dismissal)

Month	Date
September	15
October	20
	31
November	17
	21
December	15
January	19
February	16
March	15
April	19
May	17
June	21
	25

Board Meeting Dates

Month	Date
September	14
October	12
November	9
December	14
January	11
February	8
March	14
April	11
May	9
June	13

Parent Organization Meeting Dates

Month	Date
September	19
October	17
November	14
December	12
January	16
February	27
March	19
April	30
May	14
June	18

Assessment Calendar

Month	Date (s)	Assessment	Grade (s)
September	11-22	DIBELS	K-1
	11-22	Reading A-Z	K-5
	11-29	i-Ready Testing Window	K-5
October	10-11	English Language Arts IA #1	K-5
	17-18	Mathematics IA #1	K-5
November	27-30	DIBELS (Progress Monitoring)	K-1
	27-30	Reading A-Z	K-5
December	1-8	DIBELS (Progress Monitoring)	K-1
	1-8	Reading A-Z	K-5
	5-6	English Language Arts IA #2	K-5
	12-13	Mathematics IA #2	K-5
January	8-19	i-Ready Testing Window	K-5
February	6-7	English Language Arts IA #3	K-5
	13-14	Mathematics IA #3	K-5
March	1-14	DIBELS	K-1
	1-14	Reading A-Z	K-5
April	16-17	New York State English Language Arts Test	3-5
May	8-9	New York State Mathematics Test	3-5
	15	New York State 5th Grade Science Test	5
	13-31	i-Ready Testing Window	K-5
	21-22	English Language Arts IA # 4	K-2
	28-29	Mathematics IA #4	K-2
June	3-7	DIBELS	K-1
	3-7	Reading A-Z	K-5