

Application: Storefront Academy Charter School

Robert Keogh - rkeogh@4thsectorsolutions.com
2024-2025 Annual Report

Entry 1 – School Information and Cover Page

Completed - Jul 23 2025

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 2024-2025 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, 2025**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

Storefront Academy Charter School

b. Unofficial or Popular School Name

Storefront South Bronx

c. CHARTER AUTHORIZER (As of June 30th, 2025)

Please select the correct authorizer as of June 30, 2025 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

New York City Community School District # 7

e. Date of Approved Initial Charter

Dec 2 2014

f. Date School First Opened for Instruction

Sep 1 2015

g. Approved School Mission

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

NA - SUNY

h. Approved Key Design Elements

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

NA - SUNY

i. School Website Address

<https://www.storefrontacademycs.org/>

j. Authorized Charter Enrollment for 2024-2025 School Year

350

k. Actual Enrollment on June 30, 2025, Excluding Pre-K Program Enrollment

265

l. Grades Served

Grades served during the 2024-2025 school year (exclude Pre-K program students):

Responses Selected:

Kindergarten

1

2

3

4

5

m. Charter Management Organization/Educational Management Organization

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

No

FACILITIES INFORMATION

n. FACILITIES: Owned, rented, or leased **to educate students**

Will the school maintain or operate multiple sites in 2025-2026?

No, just one site.

School Site 1 (Primary)

n1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2024-2025 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2025-2026 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	609 Jackson Ave. Bronx NY 10455	646-758-7201	New York City Community School District # 7	K-5	Yes K-5	

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Carol Singletary	Principal	646-758-7201	646-830-3531	csingletary@storefrontacademycs.org
Operational Leader	Desiree Soulet	Senior Ops Associate	646-758-7201	914-703-2182	dsoulet@storefrontacademycs.org
Compliance Contact	Marie Lucas	Director of HR/Compliance & Finance Ops	646-758-7201	347-898-8339	mlucas@storefrontacademycs.org
Complaint Contact	Marie Lucas	Director of HR/Compliance & Finance Ops	646-758-7201	347-898-8339	mlucas@storefrontacademycs.org
DASA Coordinator	Marie Lucas	Director of HR/Compliance & Finance Ops	646-758-7201	347-898-8339	mlucas@storefrontacademycs.org
Phone Contact for After Hours Emergencies	Desiree Soulet	Senior Ops Associate	646-758-7201	914-703-2182	dsoulet@storefrontacademycs.org

n1b. Is site 1 in public space or in private space?

Private Space

n1c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Not Co-Located

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

n1e. 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, 2025.

Fire inspection certificates must be updated annually. For the upcoming school year 2025-2026, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 1, 2025 submission of the Annual Report and the November 3 Annual Report submission, please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 3, 2025.

Site 1 Certificate of Occupancy (COO)

[BX - Certificate of Occupancy.pdf](#)

Filename: BX - Certificate of Occupancy.pdf.pdf **Size:** 1.1 MB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

[Fire Inspection.pdf](#)

Filename: Fire Inspection.pdf.pdf **Size:** 29.8 kB

o. List of owned, rented, or leased facilities not used to educate students and the purpose of each.

Separate by semi-colon (;)

NA

p1. Total Number of School Calendar Days

178

p2. Total Number of Anticipated Hours of Instruction by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

July 2025	0
August 2025	40
September 2025	144
October 2025	160
November 2025	120
December 2025	120
January 2026	136
February 2026	136
March 2026	168
April 2026	152
May 2026	144
June 2026	104

CHARTER REVISIONS DURING THE 2024-2025 SCHOOL YEAR

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2024, including updates to the school's board of trustees' by-laws, enrollment policy, discipline policy, or complaint policy.

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

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2024?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2024-2025 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	Robert Keogh
Position	VP of Finance
Phone/Extension	504-250-3347
Email	rkeogh@4thsectorsolutions.com

s. 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, this 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 7 (Employee Fingerprint Requirements Attestation):

Our E-Signatures (not digital 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 7 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#).

Click **YES** to agree.

Responses Selected:

Yes

Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "Tommy S. [unclear]".

Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Date

Jul 23 2025



Thank you.

Entry 2 – Links to Critical Documents on School Website

Completed - Jul 23 2025

Instructions

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. All documents must be readily found on the school's website and publicly accessible. Please insert the link to the page on the school's website where each document can be accessed. **DO NOT provide a direct link to a Google document.**

1. Current Annual Report (i.e., 2024-2025 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas, and documents, including board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.[\[2\]](#) Even if there is no school data yet reported, a direct web link to the most recent [New York State School Report Card](#) for the charter school must be provided.
4. Authorizer-approved DASA Policy and Authorizer-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 July 2023 [Emergency Response Plan Memo](#) – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records (e.g., 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., repost when financials have been submitted in November.)

[\[2\]](#) SRC data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: Storefront Academy Charter School

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-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. All links must be readily found on the school's website.

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2024-2025 Annual Report)	<u>https://www.storefrontacademycs.org/reports</u>
2. Board meeting notices, agendas, and documents, including board meeting minutes	<u>https://www.storefrontacademycs.org/board-minutes</u>
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	<u>https://www.storefrontacademycs.org/performance</u>
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	<u>https://www.storefrontacademycs.org/privacy-1</u>
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	<u>https://www.storefrontacademycs.org/regulations-1</u>
5. District-wide safety plan, not a building level safety plan (as per the July 2023 Emergency Response Plan Memo)	<u>https://www.storefrontacademycs.org/reports</u>
6. Authorizer-approved FOIL Policy	<u>https://www.storefrontacademycs.org/privacy-1</u>
7. Subject matter list of FOIL records (e.g., see NYSED	<u>https://www.storefrontacademycs.org/privacy-1</u>

It is the school's responsibility to ensure that if a policy appears in more than one place on the website, including as part of the family handbook, that the policy versions are consistent and up to date.

Responses Selected:

Yes, the website has been reviewed to ensure that policies are consistent and up to date.



Thank you.

Entry 3 – Board of Trustees Membership Table

Completed - Jul 23 2025

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 3 – Board of Trustees Membership 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. 2024-2025 Board Member Information (Enter info for each BOT member)

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	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 2024-2025
1	Richard Bayles	richard@karaniaset.com	Trustee/Member	Executive	Yes	7	07/01/2025	06/30/2026	9
2	Peter Low	peterdavidlow@gmail.com	Chair	Executive, Finance	Yes	5	07/01/2025	06/30/2026	12
3	Amanda Low	amandaklow@aol.com	Trustee/Member	Academic	Yes	5	07/01/2025	06/30/2026	12
4	Jonathan Stearns	Jstearns@stearnsap.com	Treasurer	Finance	Yes	7	07/01/2025	06/30/2026	8
5	Jewell Stewart	JewellChristianStewart@gmail.com	Trustee/Member	Academic	Yes	1	07/01/2025	06/30/2026	11
6	Justin Tolliver	jt.tolliver21@gmail.com	Trustee/Member	Executive	Yes	4	07/01/2025	09/30/2024	5 or less
7	Atta Acheampong	Ghn1A@hotmail.com	Trustee/Member		Yes	7	07/01/2025	06/30/2026	7
8	Gretchen Pusch	gretchen.pusch@gmail.com	Trustee/Member	Academic	Yes	7	07/01/2025	07/31/2025	5 or less
9									

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

No

2. Number of board meetings conducted in 2024-2025

12

3. Number of board meetings scheduled for the 2025-2026 school year

12

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total number of Voting Members on June 30, 2025	6
b. Total number of Voting Members added during the 2024-2025 school year	1
c. Total number of Voting Members who left the board during 2024-2025 school year	2
d. Total Maximum Number of Voting Members in 2024-2025, as set by the board in by-laws, resolution, or minutes	8
e. Board members attending 8 or fewer meetings during 2024-2025	4

Thank you.

Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 26 2025

Instructions

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 2024-2025 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) due **no later than 11:59 PM on August 1, 2025**. 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 2024-2025 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.

[SA Board Disclosures](#)

Filename: SA Board Disclosures.pdf Size: 824.2 kB

Entry 6 – Enrollment & Retention

Completed - Jul 23 2025

Instructions

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2024-2025 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2025-2026.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2024-2025	Describe Recruitment Plans in 2025-2026
Students with Disabilities	<p>SASB is equally committed to making good faith efforts to attract Students with Disabilities. Our efforts include recruitment materials and presentations that emphasize the special education and related social emotional support services that Storefront Academy provides. We also make sure to focus on our programs in place to ensure that ALL students have equal access to all programs and services including the following: instructional services (e.g., small skill and guided reading groups) and support services (e.g., guidance and counseling).</p>	<p>SASB will continue to implement similar strategies as employed in 2024- 2025 to recruit Students with Disabilities.</p>
English Language Learners	<p>Storefront Academy Charter School is committed to making good faith efforts to attract English language learners. Our outreach strategies for this subgroup of students include marketing materials that describe the additional supports that our school provides to our English language learners and their families and raising awareness of how the school will provide parental notices in multiple languages, how they will be kept informed of their rights and responsibilities, and how staff members will be available to communicate with them.</p>	<p>SASB will continue to implement similar strategies as employed in 2024- 2025 to recruit English Language Learners.</p>
Economically Disadvantaged	<p>To recruit Economically Disadvantaged students, SAH focused its recruitment efforts on neighborhoods that have high percentages of low-income families. The school distributed information kits containing brochures, flyers,</p>	<p>SASB will continue to implement similar strategies as employed in 2024- 2025 to recruit Economically Disadvantaged students</p>

	<p>application forms and vital school throughout the community. These information kits were made available to local homeless shelters, housing developments, day care centers, social service agencies, and any other institutions serving low income families. In addition, the school held a series of information sessions in the community annually, which include open houses and recruitment fairs.</p>	
--	---	--

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2024-2025	Describe Retention Plans in 2025-2026
Students with Disabilities	SASB is equally committed to supporting and retaining Students with Disabilities. Alongside the Director of Student Support, SASB works closely with families of students w/ disabilities to make sure we're meeting the unique needs of each student.	SASB will continue to implement similar strategies as applied in 2024- 2025 to retain Students with Disabilities.
English Language Learners	Storefront Academy Charter School is committed to making good faith efforts to retain English language learners. Our strategies for this subgroup of students include working closely with the ELLs team to provide additional supports ELL learners and their families.	SASB will continue to implement similar strategies as applied in 2024 - 2025 to retain English Language Learners.
Economically Disadvantaged	To retain Economically Disadvantaged students, SASB works alongside parent coordinator to provide materials and or support needed especially students that are of low-income background, making sure we're meeting the unique needs of all our students.	SASB will continue to implement similar strategies as applied in 2024- 2025 to retain Economically Disadvantaged students

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Jul 23 2025

Instructions

Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

Entry 7 – 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.

Please note that all schools should maintain an electronic or hard copy of the clearance certification pulled from TEACH and dated PRIOR to the employee's start date. Clearance certifications pulled from TEACH at a later date will show that the staff member was cleared as of that date and may result in a finding of clearance violations against the school.

^[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 [NYSED CSO Employee Clearance and Fingerprint Memo](#) or visit the NYSED website at [Who Must Be Fingerprinted Charts](#) for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

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

Attestation

Responses Selected:

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

Entry 9 – School Calendar

Completed - Jul 23 2025

Instructions

Required of ALL Charter Schools

Charter schools must upload a final 2025-2026 calendar into the portal **no later than 11:59 PM on August 1, 2025**.

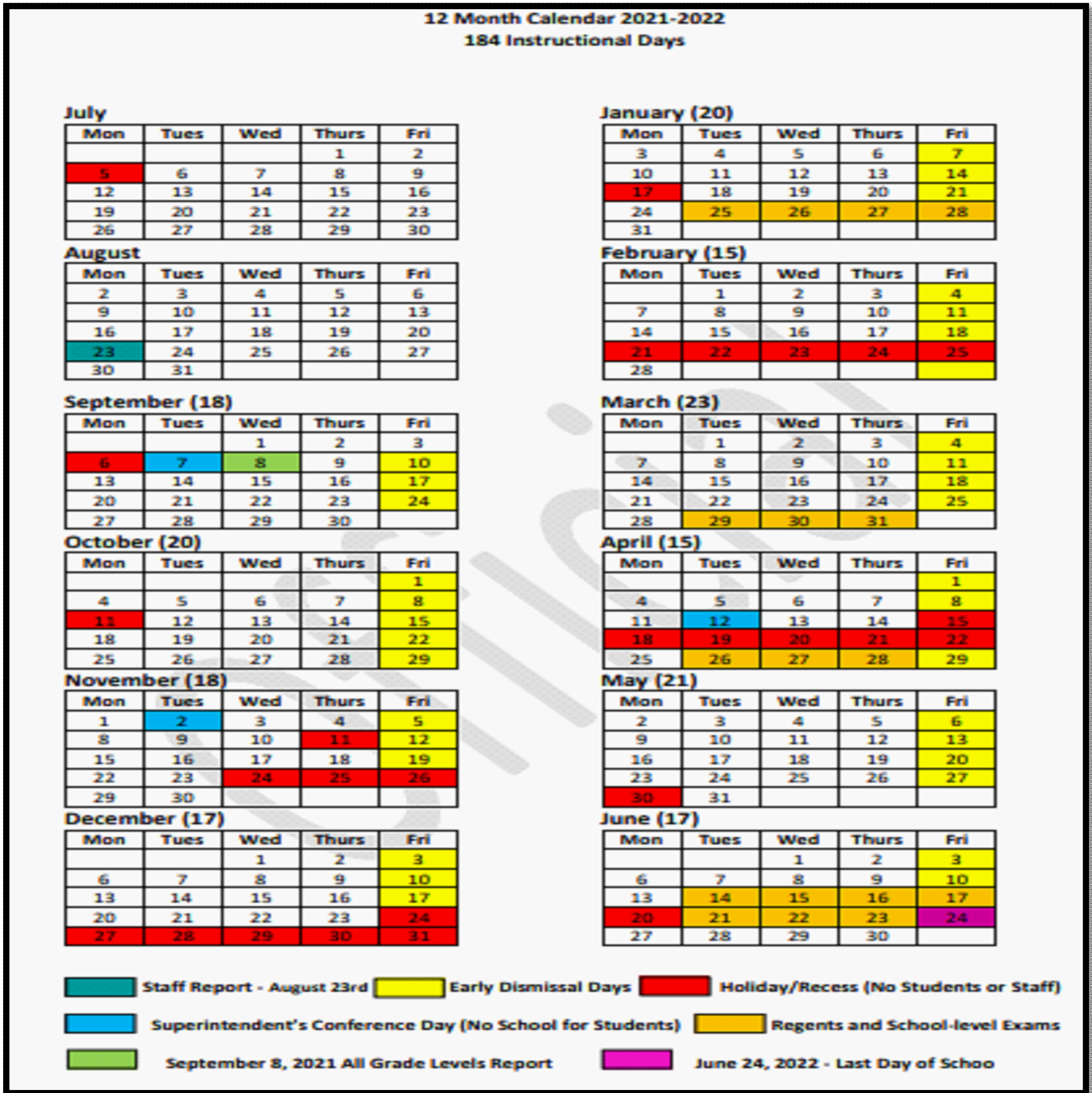
School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools are also 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. Schools must use a calendar format and ensure there is a monthly tally of instructional days.**

Charter schools serving elementary and secondary levels may submit one combined calendar showing instructional hours and days for all building levels OR separate calendars uploaded as one PDF. *Note that school calendars will also provide evidence of alignment for schools with extended days/years referenced in their mission statements or key design elements.*

See below for an example of a calendar showing the requested information.

Sample Calendar:



[WD SACS SY 25-26 Calendar \(4\)](#)

Filename: WD SACS SY 25-26 Calendar (4).pdf Size: 174.8 kB

Entry 11 – Progress Toward Goals (SUNY-Authorized Charter Schools ONLY)

Completed - Sep 15 2025

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 **no later than 11:59 PM on September 15, 2025**.

PLEASE NOTE: This is a required task for SUNY-authorized charter schools. It is marked optional for administrative purposes only.

[2024-25-SACS Bronx Accountability-Plan-Progress-Report](#)

Filename: 2024-25-SACS Bronx Accountability-Plan-Progress-Report.pdf Size: 1.1 MB

Entry 11 – Progress Toward Goals (Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)

Incomplete

Instructions

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

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2025**.

Schools must complete the "Goals" tables as provided in the tables below OR upload the most current action plan that includes progress made toward the attainment of goals during the 2024-2025 school year.

PLEASE NOTE: This is a required task for Regents, NYCDOE, and Buffalo BOE-authorized charter schools. It is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the school's most current action plan that includes progress made toward the attainment of academic, organization, and financial goals during the 2024-2025 school year.

Please select the method by which you will provide your school's information:

No Responses Selected

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 3, 2025.

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 3, 2025**.

2. ORGANIZATION GOALS

2024-2025 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)

3. FINANCIAL GOALS

2024-2025 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				

Thank you.

Entry 12 – Audited Financial Statements

Completed - Oct 30 2025

Required of ALL Charter Schools

ALL charter schools must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 3, 2025**. The statements, the independent auditor's report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

ALL SUNY-authorized charter schools must also enter the financial statements and upload related documents in PDF format into the SUNY Compass system **no later than 11:59 PM on November 3, 2025**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

[2025 Storefront Charter School FS](#)

Filename: 2025 Storefront Charter School FS.pdf Size: 364.4 kB

Entry 13 – Fiscal Year 2025-2026 Budget

Incomplete

SUNY-authorized charter schools are required to use Compass to complete and submit the Annual Budget and the Budget Narrative Questionnaire **no later than 11:59 PM on November 3, 2025**.

Regents, NYCDOE, and Buffalo BOE-authorized charter schools are required to download the budget template from the portal or the [Annual Reports](#) webpage and complete it. Upload the completed template **no later than 11:59 PM on November 3, 2025**. The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

Optional Additional Documents to Upload (BOR)

Completed - Oct 30 2025

[NA](#)

Filename: NA.docx Size: 13.3 kB

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

Trustee Name:

Amanda Low

Name of Charter School Education Corporation:

Storefront Academy Charter Schools

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

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:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Signed by:

CA462242F56A448...

July 23, 2025

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:

Atta Acheampong

Name of Charter School Education Corporation:

Storefront Academy Charter Schools

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

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:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

DocuSigned by:

C9D028CA6FBA4DA...

July 23, 2025

Signature

Date

Acceptable signature formats include:

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

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

Trustee Name:

Richard Bayles

Name of Charter School Education Corporation:

Storefront Academy Charter Schools

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

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:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

DocuSigned by:
Richard Bayles
7FECCA95E1A1489...

July 23, 2025

Signature

Date

Acceptable signature formats include:

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

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

Trustee Name:

Peter Low

Name of Charter School Education Corporation:

Storefront Academy Charter Schools

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

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:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

DocuSigned by:

29DEFD9DDAAC480...

July 23, 2025

Signature

Date

Acceptable signature formats include:

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

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

Trustee Name:

Jonathan Stearns

Name of Charter School Education Corporation:

Storefront Academy Charter Schools

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

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:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

DocuSigned by:
JONATHAN STEARNS
DD0E11EB0D04415...

July 23, 2025

Signature

Date

Acceptable signature formats include:

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

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

Trustee Name:

Jewell Stewart

Name of Charter School Education Corporation:

Storefront Academy Charter Schools

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

Vice Chair of the Board, Chair of the 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.

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
N/A	N/A	N/A	N/A

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
N/A	N/A	N/A	N/A	N/A

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:

929-866-5130

Business Address:

665 Willoughby Ave Brooklyn NY 11206

E-mail Address:

Jewellchristianstewart@gmail.com

Home Telephone:

5163758776

Home Address:

956 Orlando Ave West Hempstead NY 11552

Signed by:

303FB60572BC4D5...

June 23, 2025

Signature

Date

Acceptable signature formats include:

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

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

Trustee Name:

Gretchen Pusch

Name of Charter School Education Corporation:

Storefront Academy Charter Schools

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

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:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



July 23, 2025

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:

Justin Tolliver

Name of Charter School Education Corporation:

Storefront Academy

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

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.

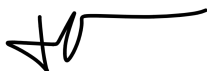
Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



July 23, 2025

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

SACS FAMILY FACING CALENDAR SY 25-26

KEY:

180 DAYS Total	FIRST AND LAST DAY OF SCHOOL	2ND WED STUDENTS DISMISSED @ 12:00 PM	SCHOOL CLOSED
----------------	------------------------------	---------------------------------------	---------------

Date	Week Day	Event
August 25	Monday	First Day and Orientation SACS - Home/School Connection (No bus service)
August 26-29	Tuesday-Friday	First Week of School 12:00 pm student dismissal daily. (No bus service)
September 1	Monday	Labor Day - school closed
September 10	Wednesday	12:00 pm dismissal for scholars
September 23-24	Tuesday-Wednesday	Rosh Hashanah - No Students
September 24	Wednesday	School closed (Staff Only Day - NWEA MAP Exam Data Dive)
October 2	Thursday	Yom Kippur- No scholars
October 8	Wednesday	12:00 pm dismissal for scholars
October 13	Monday	Indigenous Peoples' Day- school closed
October 20	Monday	Diwali-school closed
October 31	Friday	12:00pm dismissal for staff & scholars
November 4	Tuesday	Election Day- school closed
November 11	Tuesday	Veterans Day-school closed
November 12	Wednesday	12:00 pm dismissal
November 26-28	Wednesday-Friday	Thanksgiving Break - school closed
December 10	Wednesday	12:00 pm dismissal
December 22-January 5	Monday-Monday	Winter Break- scholars return on Tuesday January 6
January 14	Wednesday	12:00 pm dismissal
January 19	Monday	Dr. Martin Luther King Jr. Day- school closed
February 11	Wednesday	12:00 pm dismissal

SACS FAMILY FACING CALENDAR SY 25-26

KEY:

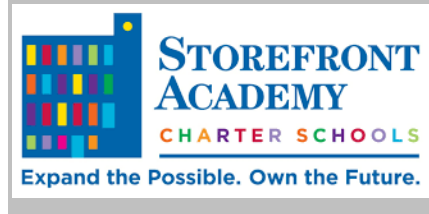
180 DAYS Total	FIRST AND LAST DAY OF SCHOOL	2ND WED STUDENTS DISMISSED @ 12:00 PM	SCHOOL CLOSED
-----------------------	-------------------------------------	--	----------------------

Date	Week Day	Event
February 16	Monday	Presidents Day-school closed
February 17	Tuesday	Lunar New Year- school closed
February 18	Wednesday	School closed: Staff only day - Winter MAP Data Dive
March 11	Wednesday	12:00 pm dismissal
March 20	Friday	Eid al-Fitr-school closed
April 2-6	Thursday-Monday	Spring Recess-school closed
May 13	Wednesday	12:00 pm dismissal
May 25	Monday	Memorial Day-school closed
May 26	Tuesday	Mental Health Day-school closed
May 27	Wednesday	Eid al-Adha-school closed
June 10	Wednesday	12:00 pm dismissal
June 16	Tuesday	Kindergarten Step Up - AM 5th Grade Graduation - PM
June 16	Tuesday	12:00 pm dismissal
June 17	Wednesday	Last Day of school for scholars

SACS NETWORK ASSESSMENT SCHEDULE

DATES/WINDOWS	ASSESSMENT	GRADES
Thu Sep 4-Mon Sep 22	Fall NWEA MAP	K-5
Mon Jan 26-Fri Feb 13	Winter NWEA MAP	K-5
Mon Apr 6-Fri May 15	NYS Exams	3-5
Mon Apr 6-Fri May 22	NYSESLAT All Modes	K-5 MLLs
Mon May 18 - Fri Jun 5	Spring NWEA MAP	K-5

School specific Assessment/Academic Challenge Windows will be shared separately.



**STOREFRONT ACADEMY
CHARTER SCHOOL
SOUTH BRONX**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2025

By: Carol Singletary, Principal
Yoselyn Fernandez, Assistant Principal

609 Jackson Avenue, Bronx, NY 10455

646-758-7201

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

The below listed Storefront Academy team members prepared this 2024-25 Accountability Progress Report on behalf of the charter school’s board of trustees:

- Carol Singletary, Principal, Storefront Academy Bronx (SASB)
- Yoselyn Fernandez, Assistant Principal, Storefront Academy Bronx (SASB)
- Marie Lucas, Director of HR, Compliance, Operations, Storefront Academy Charter Schools (SACS)
- Matthew Tiwary, Technology Manager, Storefront Academy Charter Schools (SACS)

- Jewell Stewart, Vice Chairman, Board of Trustees Storefront Academy Charter Schools (SACS)

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Peter Low	Board Chairman	Executive & Finance Committees
Jewell Stewart	Vice Chairman	Executive & Academic Committees
Johnathan Stearns	Treasurer	Finance Committee
Atta Acheampong	Secretary	Governance & Academic Committees
Richard Bayles	Trustee	Executive & Finance Committees
Amanda Low	Trustee	Academic Committee

Carol Singletary has served as Principal of Storefront Academy Charter Schools South Bronx since SY 2019-20. Prior to her principalship, she was the school’s vice principal from 2016 to 2018 and assumed the principal-in-residence position in SY 2018-19.

Yoselyn Fernandez has served as Assistant Principal of Storefront Academy Charter Schools South Bronx since SY 2019-20. Prior to her assistant principalship, she was the school’s bi-lingual school counselor from 2017 to 2018 and assumed the assistant principal-in-residence position in SY 2018-19.

SCHOOL OVERVIEW

Storefront Academy Charter Schools - Bronx (SACS Bronx) is a public charter school which opened to students and families in Fall 2015. The school is located at 609 Jackson Ave, Bronx, N.Y, 10455 in the Mott Haven neighborhood of the South Bronx. SACS Bronx educates students from kindergarten to fifth grade. Our goal is to serve students through eighth grade.

The mission of Storefront Academy Charter School – Bronx (SACS Bronx) is to provide children of varied academic strengths a quality education option that prepares them academically, socially, and emotionally to become critical thinkers, high-achieving students, and well-rounded individuals. Working in partnership with families and community members, SACS Bronx instills a powerful sense of self and gives its students the tools to own their futures and create meaningful adult lives. SACS Bronx’s vision is to provide a rigorous, joyful, and intentional learning environment for all students – one that paves the way for high school, college, and life success. The following core values are an extension of this vision, and they shape the daily practices of students and staff:

Honesty: We teach the importance of being truthful, regardless of the circumstances or consequences. We believe honesty supports positive interactions, self-awareness, and growth.

Respect: We accept and learn from all members of our community, even when they are different from us or we do not agree with their perspectives. We practice care and safety in handling relationships, opportunities, and property.

Responsibility: We do our best to make good choices, work toward our goals, and meet the expectations of our learning community. We are accountable for what we say and do.

Concern for Others: We consider the needs and feelings of others. We understand our community benefits from our kindness and consideration.

Diligence: We believe that trying our best improves our outcomes for today and tomorrow. We consistently put our best effort into everything we do.

Perseverance: We push ourselves to succeed despite difficulties and challenges. We believe that “productive struggle” develops problem-solving skills for life.

During SY24-25, the school served 263 students in grades K-5. Most SACS Bronx students live in neighborhoods surrounding the school building. However, approximately thirty percent (30%) of our students commute from other parts of the Bronx as well as Manhattan, Queens, and Brooklyn by school bus (20%) and other modes of transportation (10%). SACS Bronx serves mostly economically disadvantaged students (92%). In addition, twenty-one percent (21%) have disabilities (SWDs) and twenty-seven percent (27%) are recorded as English Language Learners on New York’ City’s Automate the Schools System (ATS). During the SY24-25, SACS Bronx provided English Language Learner services to eight additional students based upon Home Language Questionnaires. The school submitted tickets to ATS to have these students added to the MLL/ELL roster which would raise the percentage of English Language Learners to thirty percent (30%).

KEY DESIGN ELEMENTS

SACS Bronx was founded upon four key design elements (KDE) that drive our academic program and school culture. We support our teaching staff in implementing these KDEs in daily work and expect them to tailor teaching and learning, professional goals and development, and school culture to the four elements described below:

- **KDE 1: Scholar-Led Learning:** Research shows that children truly understand new knowledge and skills when they are the driving force behind their learning, across disciplines. At SACS Bronx, scholars are challenged to discuss, debate, and form conclusions and opinions with others similar to and different from themselves. They design and conduct collaborative experiments, projects, and research to arrive at solutions or conclusions. Scholars demonstrate content knowledge and skills through the development of their own evidence-based conclusions in all subjects. Some examples of SACS Bronx’s scholar-led learning activities are “turn and talk”, gradual release group (“you do”), group projects, and group presentations (reciprocal teaching).
- **KDE 2: Social-Emotional Learning:** Self-awareness is critical to student learning. Knowing what frustrates and motivates students helps them to self-regulate and/or seek support in learning to perform their best throughout the day. SACS Bronx uses the [Yale Center for Emotional Intelligence’s RULER program](#) and [Mood Meter](#) to support the development of scholars’ emotional intelligence. Each class also starts the day with a Morning Meeting using the Responsive Classroom four components: greeting, sharing, group activity, and morning message. Additionally, since SY 2021-2023 all fourth and fifth grade girls are invited to participate in Self-Esteem Rising’s [Beautiful Me](#) program. The Beautiful Me program includes three sessions each designed to emphasize a different aspect of self-confidence and self-care. A series of activities and discussions encourage and empower participants. The addition of a Dean of Students and Culture, enabled us to launch a twice weekly Senior Advisory for fifth graders in the second quarter of SY 2024-25. We mobilized a large team of staff from various roles to join in leading small group discussions and activities curated by the dean in collaboration with our counselors and fifth grade teachers. Students explored pertinent topics such as self-esteem, the qualities of strong friendships, middle school transition, goal setting and progress monitoring, organizational skills, responsible decision making, and internet safety.
- **KDE 3: Creative Arts (Doing and Making):** Children engage deeply when they can make things with their hands and voices, and experience topics through the arts. During SY2024-25, all scholars engaged in experiential learning and self-expression through weekly dance, music, and visual arts classes. Scholars collaboratively explored a wide range of genres under each discipline. Content and instruction aligned with the [NYS Arts Learning Standards Guidance](#) and the [NYC Blueprints for Teaching and Learning in the Arts](#). Many of the lessons were also aligned to our *Insight Humanities* thematic units to deepen scholars’ appreciation of the cultural and historical impact of the arts and ELA focus standards to support literacy learning. Musical creations include jingles, raps, and melodies to support spoken word. In December 2024, SACS Bronx hosted a holiday show that featured dance and musical performances by all students. In February 2025, we hosted our annual Black History Month focused Student Art Exhibition which was well attended by families, friends, and community members. In April 2025, we hosted Jazz on Jackson featuring poetry and spoken word performed by fifth grade students and a guest jazz quartet affiliated with the Juilliard School. Our students take great pride in sharing their art and discussing its inspirations. Consequently, our visual and performing arts showcases are becoming an integral component of our programming.

- **KDE 4: High-Quality, Sustainable Partnerships:** SACS Bronx appreciates the potential to enhance our provision of a dynamic academic program and school culture through high quality partnerships. During SY2024-2025 our continuing partnerships with Our Kids Read helped us extend the learning of many of our scholars. Additionally, partnerships with Chess NYC, The Harmony Project, and Southeast Bronx Neighborhood Centers enabled students to participate in Chess Club, Music, and additional physical education activities in a full size gym. Likewise, in Spring 2025 we began collaborating with the Mott Haven Partnership to provide them with access to our library space for community workshops and in turn offer the families of our students access to a wider range of support services and a food pantry.
- **[Our Kids Read \(OKR\):](#)** SACS Bronx also entered its second partnership year with Our Kids Read. Through Our Kids Read, volunteer mentors (“Reading Buddies”) are matched with children who are not reading on grade level. The Reading Buddy program offers students a chance to work with a mentor who models strong reading skills. In addition to providing students an opportunity to practice these reading skills, the program cultivates positive mentor-mentee relationships based on the joy of reading. For the Reading Buddy sessions, Our Kids Read draws from a collection of 400 diverse eBook selected by children themselves (all featuring positive African-American, Latinx and Indigenous characters). Moreover, Our Kids Read donates physical books directly to students as well as classroom libraries.
- **[Chess NYC:](#)** Since Summer RISE 2023, we have partnered each year to provide our students with Chess classes each summer and during the third trimester of the school year. We are expanding the program for SY2025-26 to include afterschool classes and tournament participation. Chess NYC has long established itself as the leader of Chess excellence and education. The Chess NYC philosophy emphasizes the sport and fun of Chess. The program offers engaging, accelerated instruction followed by supervised, spirited play, each student associates chess with fun, and therefore larger numbers of them ultimately excel or at least become proficient in the great game of Chess.
- **[Southeast Bronx Neighborhood Centers \(SEBNC\):](#)** SACS Bronx solidified its partnership with Southeast Bronx Neighborhood Centers, Inc. a not-for-profit multiservice agency, whose mission statement is to provide services that enhance the quality of life and facilitate empowerment of the constituents of the Southeast Bronx. Many of our families benefit from direct participation in SEBNC services including Universal PreK 3 and 4, after school sports, recreation, and music programming, and computer literacy and career development. SEBNC also provides the SACS Bronx access to their facility for large-scale recreational and cultural activities that are not possible in our school building.
- **[The Harmony Program:](#)** In January 2025, we partnered with the Harmony program to bring music enrichment to our extended day program. The Harmony Program was developed in 2003 and is recognized as a leader and innovator in music education for children. In addition to community based afterschool programming, Harmony hosts a summer camp and develops musical ensembles. Music with The Harmony Program harnesses the power of collective music-making to help children gain critical life skills and make meaningful peer connections. Bringing music education directly into underserved communities across New York City, the Harmony Program creates opportunities for children to develop musical proficiency and social-emotional skills within a supportive environment which aligns with the Storefront mission.

NOTABLE CHANGES TO THE ACADEMIC PROGRAM

During SY2024-25 SACS Bronx continued to use the rigorous Lavinia Group [Insight Humanities](#), [Close Reading for Meaning](#), curricula and the Small Group Strategic Reading resources along with correlated routines and progress monitoring systems to drive literacy instruction in Grades 3-5. Additionally, in Grades K-2 we implemented Lavinia's [RedThread Foundations](#) curricula to improve our foundational reading skill development and provide access to correlated decodable text. Our curriculum coupled with ongoing cultivation of a culture of data analysis and feedback for improvement in teacher capacity and student outcomes yielded a seventy-five (75%) percent proficiency rate for grades 3-5 on the 2025 New York State ELA assessment compared to the forty-six (46%) proficiency rate for District 7. This also represents a twenty-two (22%) percent increase in the school's proficiency rate compared to 2024.

The instructional leadership team continued to cultivate a culture of school wide data use to accelerate learning while addressing gaps in foundational skills. Teachers and instructional leaders engaged in professional development and intellectual preparation centered on student work study and data analysis to strategically differentiate instruction. The instructional team also strengthened the systematic use of student goal setting, coaching, feedback for learning, and progress monitoring to nurture learner independence and perseverance through productive struggle.

For Math instruction SACS-Bronx enhanced its application of the Lavinia Group's [Math for Meaning: Story Problems](#). Teachers increased their capacity to facilitate student centered Cognitively Guided Instruction through study of a range of Math strategies often seen in grades 2-6 student work and collaborative analysis of student work. We continue to see that the [Story Problems](#) and Cognitively Guided Instruction methodology offer students increased access to grade level Math problems. Students grow in confidence, independence, and critical thinking around Math. We believe [Story Problems](#) contributed significantly to our seventy-six (76%) proficiency rate on the 2025 New York State Math exam compared to the forty-six percent (46%) proficiency rate for District 7. We succeeded in increasing our Math proficiency rate by eight (8%) percent compared to Spring 2024.

The Master Schedule was also restructured to increase small group targeted intervention and explicit instruction in foundational reading and math skills. School-wide thirty minute Strategic Reading blocks and twenty-five minute What I Need (W.I.N.) intervention periods four days per week were implemented. In grades K-2, in addition to daily forty minute RedThread instruction, Intervention Teachers collaborated with Classroom Teachers in providing "Double Dose" groups to target gaps identified by unit assessments. Likewise, teachers use part of the Envision Math block for 1 to 1 or small group station teaching while other students engage in differentiated independent practice.

Actions to accelerate learning

- Cultivating a Culture of Data Use:
 - *Planning for Timely Analysis and Response to all School-wide Assessments:* SACS Bronx continued to grow teachers' use of data by scheduling timely data analysis, reflection, and planning of responsive instruction cycles immediately following school-wide interim assessments in addition to NWEA MAP Fall, Winter, and Spring assessments.
 - *Engaging in Collaborative Student Work Study:* Teachers and Instructional Leaders engaged in weekly student work study, responsive action planning, and progress

- monitoring. Teachers developed their capacity and practice in using rubrics to categorize student work and identify responsive next steps.
- o *Norming Use of Daily Progress Monitoring Systems:* Instructional Leaders and teachers emphasized use of progress monitoring systems through consistent review of data trackers. The instructional team increased accountability for leveraging responsive next steps for targeted student coaching, small group instruction, or whole group reteach, in daily plans and weekly meeting notes.
 - o *Leveraging Classroom Data Walls and Student Goal Setting:* SACS Bronx’s Instructional Leadership Team normed the teachers’ use of Classroom Data Walls building upon the initial implementation of this practice in SY2024-25. The format varied for K and 1. Nevertheless, all grades teachers taught students that the data wall was used to help members of the class learning community grow toward the goals set during teacher - student conferencing. In addition to Classroom Data Walls, students in grades 2-5 monitored and reflected upon their progress with charts and graphs in their What I Need (W.I.N) Intervention Folders and individualized Reading and Math Goal Cards.
 - o *Expanded use of PowerSchool for Family Outreach:* In SY 2024-25, staff received additional training to make greater use of the PowerSchool platform including its attendance and social emotional learning applications to reach out to families.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	39	25	41	44	48	34								231
2023-24	46	42	38	43	54	52								275
2024-25	41	47	44	35	48	48								263

GOAL 1: ENGLISH LANGUAGE ARTS

Storefront Academy Charter Schools students will demonstrate effective reading, writing, and verbal communication skills.

BACKGROUND

Curriculum

During SY2024-25 SACS Bronx continued using the Lavinia Group’s [Insight Humanities](#), [Close Reading for Meaning](#), and adopted [RedThread Foundations K-2](#) curricula to systematically provide strong foundational reading skill development with correlated decodable text for Strategic Small Group reading. Additionally, we more consistently monitored progress, collaboratively studied student work, and coached into specific feedback and planned next steps to accelerate learning. Bronx also supplemented

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

the core literacy curricula with [Newsela](#), [Wilson’s Foundations](#), Learning A to Z’s [RAZ-Plus](#) ELLs, and [IXL Learning](#) to differentiate instruction and further support development of language proficiency.

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.

2024-25 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	29		6					35
4	41	1	5	1				48
5	47		1					48
All	117	1	12	1				131

Performance on 2024-25 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	29	24	82.76%	27	24	88.89%
4	41	39	95.12%	33	32	96.97%
5	47	25	53.19%	43	23	56.10%
All	117	88	75.21%	103	79	76.69%

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.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	5	24	43	45

$$PI = 0 * [5]_{Level 1} + 1 * [24]_{Level 2} + 2 * [43]_{Level 3} + 2.5 * [45]_{Level 4} = \mathbf{222.5}$$

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.³

2024-25 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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	88.89%	27	46.9%	636
4	96.97%	33	40.8%	669
5	56.10%	43	49.6%	671
All	76.69%	103	45.77%	1976

ELA Measure 4 - Comparative

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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 2024-25 analysis is not yet available. This report contains 2023-24 results.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	97%	442.0	437.9	0.41
4	90%	468.0	437.9	2.78
5	96%	440.0	435.7	0.44
All	94%	451.0	437.1	1.31

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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁵

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are

⁴ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

⁵ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	85.9	50.0
5	17.8	50.0
All	54.1	50.0

ELA INTERNAL EXAM RESULTS

During 2024-25, 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: **NWEA MAP Growth**

METHOD

SACS Bronx administered the assessment three times during the academic year. Test windows occurred in September and provided a beginning-of-year baseline for student performance. The second testing window occurred January-February serving as the school’s mid-year benchmark. The last testing window occurred in May-June measuring a full year of the students’ performance growth. NWEA MAP performance data can be found in the tables below.

NWEA - ELA

2024-25 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	116	75	Yes [+25]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	75	71	Yes [+16]

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁶	75	39	76	YES [+1]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁷	2+ students	75%	116	60	No [-15%]

End of Year Performance on 2024-25 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁸	Number Tested	Percent Proficient	Number Tested
3	61%	36	66%	32
4	71%	48	76%	41
5	43%	47	40%	43
All	58%	131	60%	116

End of Year Growth on 2024-25 NWEA MAP [ELA] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	83	36
4	84	48
5	60	47
All	76	131

⁶ 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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁷ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁸ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

SUMMARY OF THE ELA GOAL

SACS Bronx exceeded the ELA Goal per the five accountability measures for the New York State exams. The school also experienced comparable outcomes on the NWEA MAP exams except for Measure 4. Nevertheless, even for Measure 4, the school showed a seventeen percent (17%) increase in the percentage of students who met or exceeded the RIT score proficiency equivalent compared to Spring 2024. [60% vs 43%].

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. [76.69% of students were proficient]	YES
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. [At 222.5 vs 117.3]	YES
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. [76.69% vs 45.77%]	YES
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. [1.31 vs 0.3]	YES
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. [54.1 vs 50]	YES

End of Year Performance on 2024-25 NWEA MAP [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 Proficient ⁹	Number Tested	Percent Proficient	Number Tested
3	56	36	66	32
4	71	48	82	41
5	43	47	43	44
All	56	131	64	117

⁹ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

EVALUATION OF ELA GOAL

ELA Measure 1 - Absolute: NYS Exam (Met at 76.69%): On the Spring 2025 New York State ELA Exam, nearly seventy-seven (77%) percent of SACS Bronx students in at least their second year were proficient on the New York State ELA exam. Overall, students in at least their second year performed slightly higher than newer students (1.48%). In particular, the proficiency rate for returning third graders was six percent higher (6.13%) than new students. The proficiency rate for returning fifth graders was nearly three percent (2.91%) higher than new students. Additionally, the proficiency rate for returning fourth graders was nearly two percent (1.85%) higher than that of new students.

ELA Measure 2 - Absolute: NYS Exam (Met 222.5 vs 117.3): SACS Bronx students exceeded Absolute Measure 2 with a PI of 222.5 which is 105.2 above this year's MIP. Our fourth graders had the most notable performance for the third year in a row with twenty-nine (29) students who earned a level four (4) and ten (10) who earned a level three (3). Furthermore, of the fourth graders who earned a Level 4, six are Students with Disabilities and nine (9) are current English Language Learners. Two of our three fourth-grade teachers were new teachers who joined a veteran grade team leader. These new teachers came onboard to replace two former members of the fourth grade team who we promoted to Instructional Coach and Special Education Coordinator. Our third graders likewise showed strong outcomes, with eleven (11) students earning a level four (4), and thirteen (13) earning a level (3). The school had only five (5) students who performed at a level 1, all of whom were fifth graders with chronic absenteeism and tardiness. Each year, we have struggled with keeping our fifth graders invested in putting forth their best efforts on both the NYS exams and the Spring NWEA MAP exams. However, despite their very vocal complaints, with a fifty-three (53%) percent proficiency rate we saw a fifteen percent (15%) increase in the performance of our fifth grade compared to Spring 2024.

ELA Measure 3 - Comparative: NYS Exam (Met 76.69 vs 45.77): SACS Bronx met Comparative Measure 3. Third-Fifth graders in at least their second year at the school scored thirty- percent (30%) higher than students in District 7, at approximately seventy-seven percent (76.69%) compared to forty -six percent (45.77%). SACS Bronx' fourth graders outperformed their counterparts by fifty-six percent (56%) and our third graders outperformed their counterparts by forty-two percent (42%). By a much smaller margin, our fifth graders also outperformed their counterparts by six percent (6%).

ELA Measure 4 - Comparative: NYS Exam (Met 1.31 vs 0.3): As measured by the available 2023-24 result, SACS Bronx exceeded the predicted level of performance on the State ELA exam with an effect size of 1.31. This exceeds the effect size threshold of 0.3 by 1.28. The school's actual performance Mean Scale Score of 451 exceeded the predicted performance by 14 points for schools with similar economically disadvantaged statistics. Our fourth graders, ninety (90%) percent of whom are economically disadvantaged, were again the largest contributors to this outcome by exceeding their predicted score by thirty (30) points). Nevertheless, third and fourth graders with higher percentages of economically disadvantaged students (at 97% and 96% respectively) also exceeded their predicted scores by four (4) points.

ELA Measure 5 - Growth: NYS Exam (Met 54.1 vs 50.0): At 54.1, the Mean Growth Percentile for SAC Bronx' fourth and fifth graders exceeded the 50.0 target by 4.1. This further suggests that the school's literacy teaching and learning practices and curriculum are helping students to experience year on year

growth significantly above the target. The Mean Growth Percentile for fourth graders was 85.9, which was 35.9 percent higher than the target. At 17.8, the Mean Growth Percentile for fifth graders fell significantly below the 50th mean growth percentile target. The variance in the growth experienced by fifth graders is attributable at least in part to teacher absences particularly in the second half of the school year.

ADDITIONAL CONTEXT AND EVIDENCE

During SY 2024-25 we increased school-wide focus on routines, habits of learning, growth mindset, student efficacy, goal setting, progress monitoring, and parent outreach. This enabled us to continue to cultivate viable learning partnerships in support of student attendance, growth, and achievement. NWEA MAP results indicate that we met Measure 3 with a median growth percentile for students with disabilities of seventy-six (76%) percent, which was 1% higher than the 75% mean growth percentile for general education students. Additionally, the NWEA MAP end of year growth percentile for initial low achievers was seventy-one (71%) percent, which exceeds the target by sixteen percent (16%). This also represents an eight (8%) percent increase in growth of students in RTI programming over Spring 2024. These results suggest that students with disabilities and those in RTI programming experienced strong growth this year despite inconsistencies in instruction caused by staff absences. An average daily attendance of eighty-nine (89%) percent in grades three, four, and five, also contributed to end of year growth for general education students.

The table below summarizes the staffing patterns that influenced teaching and learning and likely impacted student outcomes for third and fifth graders.

Grade	Number of Teacher Vacancies	Period of Teacher Vacancies	How Teacher was Replaced
Grade 3	1	9 months	Permanent Building Substitute

ELA ACTION PLAN

In the 2025-26 school year, we will continue to cultivate a culture of collaborative and aligned data use and responsive learning cycles. In 2024-25, the school re-established an Academic Intervention Support Team (AIS) to augment the small group literacy intervention accomplished through school-wide strategic reading periods. Our AIS Team is bi-lingual English-Spanish which enables us to provide wider support and more viable partnerships to a large percentage of our families. Moreover, in 2025-26, the school will benefit from the addition of a Mentor Teacher who will provide additional guidance and support to our new teachers. The Mentor Teacher will also work directly with new fourth and fifth grade ELL students because she has experience working with newcomers in this age group. Instructional Coach and a Special Education Coordinator. The teachers who were promoted to the roles of Mentor Teacher, Instructional Coach, and Special Education Coordinator over the past two years, know our curriculum well and have successfully differentiated it with notable student performance and growth on the New York State and NWEA MAP exams for fourth grade. They have also worked closely with school leadership to increase teacher capacity in the use of student work study and data analysis and are engaged in professional development focused on coaching and feedback for growth.

In order to maintain the strong student outcomes we will continue or add the following practices:

- NWEA MAP Fluency Assessments: Third through fifth graders who are not on or approaching grade level in reading, or are new English Language Learners, will take the MAP Fluency assessment to diagnose and prioritize the specific foundational reading skills they need to develop.
- MaxScholar: The MAP Fluency results will be used to guide student work on MaxScholar's Orton-Gillingham online programs for Reading which uses research-based science of reading methods to build reading, writing & comprehension skills. The school secured MaxScholar through a RESO A grant.
- SACS Bronx will continue to develop teacher capacity and strengthen routines for Strategic Reading Group instruction with a focus on any one of three areas:

Phonics Small Groups will target the needs of students who need to be retaught decoding and word recognition concepts they were unable to internalize during a whole group phonics lesson. We will use MaxScholar and controlled texts to highlight the concept and give students lots of "at bats" as the teacher coaches them. Though the focus of the group is phonics, teachers will emphasize comprehension after reading the text to make meaning.

Blended Small Groups will enable students to practice both accuracy and comprehension. In blended groups, teachers give students lots of "at bats" in word solving as well as answering literal and inferential questions about the text.

Comprehension Small Groups will strengthen the comprehension skills and strategies of students who have strong accuracy (at least 97%) when reading a text but often struggle to answer literal and inferential questions about the text.

- Adopt RedThread Foundations in grades three through five based upon the outstanding improvements in both reading achievement and growth on the Spring 2025 MAP for Kindergarten through second graders. We adopted RedThread Foundations K-2 in September 2024, to better equip students with foundational reading skills before they enter third grade and accelerate proficiency rates for our new English Language Learners, our lower elementary, English Language Learner, and Academic Intervention Support Teachers are participating in a five session professional development series to implement the Lavinia RedThread Foundations curriculum with fidelity. RedThread unit tests as well as MAP Fluency will be used to differentiate strategic reading groups. MAP Fluency assessments will also inform individualized instruction on MaxScholar's Orton-Gillingham online Reading and Writing programs.

These modifications will enable us to accelerate learning for upper elementary students to address gaps in foundational literacy skills. Moreover, consistent focus on science of reading instruction, practice, and progress monitoring, will ensure more students leave second grade on level. Our goal is to move seventy-five percent (75%) of second through fifth grade students to grade level.

In addition to the assessment, intervention, progress monitoring systems outlined above, we plan to continue to:

- Differentiate Close Reading for Meaning using text from the prior grade and Newsela passages for small group targeted instruction with below grade level readers. Students will struggle less

with the reading level of the text. This will enable teachers to explicitly teach strategies to help students engage in the deeper meaning of the text, by interpreting and inferring understanding of the main idea and author's point of view.

- Scholars will engage in 15-20 additional minutes working on ELA skills on the IXL platform. The shift to IXL for the 2024-25 school year was the result of student and teacher feedback. Teachers will continue to determine one priority skill and create one teacher assignment per week. Scholars will conference with teachers weekly to reflect on the learning goal, review work, and receive feedback and actionable next steps.

Scholar Attendance Action Steps: In SY 2025-26, we plan to make greater use of our Parents Aligned with Storefront (P.A.W.S) advisory to promote parent appreciation of the negative impact of absenteeism on both academics and social-emotional development. We use Class Dojo to post attendance data and information about why attendance matters. We will also continue to incentivize scholar attendance with daily classroom shout outs, a weekly "Fun Friday" activity, and monthly Perfect Attendance awards. Additionally, we are piloting Positive Behavior Interventions and Supports (PBIS) and will include attendance as a criteria for experiential incentives.

Staffing Consistency Action Steps: In order to retain staff, at the school level, we will continue to (a) celebrate success, (b) partner in problem solving, (c) address scholar discipline, (d) ensure a supportive environment, and (e) provide quality professional development. On a network level, we will adhere to the recruitment protocols and timelines outlined in the Strategic Plan. Likewise, pursuant to the Strategic Plan we will advocate for a more robust employee benefit package including tuition reimbursement and performance incentives based upon student outcomes. To date, Bronx leadership has succeeded in moving the Board to adopt a retirement match for SY2025-26.

GOAL 2: MATHEMATICS

Curriculum

SACS Bronx uses Savvas Learning Company's [enVision Math](#) and the Lavinia Group's [Math for Meaning: Story Problems curricula](#). Teachers supplement the curricula with Edmentum Exact Path mini lessons and First in Math. SACS Bronx adopted enVision Math in SY 2019-20 and added Math for Meaning: Story Problems in SY 2022-23. The addition of Story Problems grew out of its use in Summer Boost 2022. Students who attended Summer Boost were engaged and highly receptive to the Cognitively Guided Instructional approach. This approach and the Story Problem routines continue to offer a breakthrough for our students who struggle with Math.

Savvas Learning's enVision Mathematics: With enVision students engage in problem-based learning activities requiring them to think critically about real-world problems, evaluate options, collaborate with their peers, and present solutions. enVision Math includes an extensive digital content and skills component that SACS Bronx has used to facilitate remote or hybrid learning, on-demand professional development, and supplemental resources for students with disabilities, those with diverse learning styles, and English Language Learners. The curriculum provides guidance for teachers on prompting, questioning, and extending learning to increase rigor. In turn, teachers coach scholars as they engage in

productive struggle and talk through the process to make their thinking visible. Teachers use enVision Math to scaffold lessons to help scholars move toward independent learning.

Lavinia’s Math for Meaning: Story Problems: The Story Problems curriculum is founded on the belief that all students are mathematicians. Through hands-on learning and rich mathematical discourse, the Story Problems curriculum and method engages students to develop multiple approaches for solving on and above-grade-level problems. Students develop the confidence and precision to tackle mathematical tasks independently as they persevere through problem-solving and share their mathematical reasoning. The process helps students develop mastery of grade-level standards.

Instruction

Math instruction is primarily student centered. Teachers launch mini lessons with high energy and relatable and relevant real-world problems. Teachers model and engage guided practice per the gradual release process. They use entrance tickets, checks for understanding, and over the shoulder observations to gauge how and when to move students to independent practice. During independent or small group practice, teachers coach students around specific learning goals and/or anticipated misconceptions. Teachers amplify student voice during Story Problem retells, discourse, and the process of charting problem-solving strategies as students articulate their thinking. They facilitate student-led inquiry and hands-on learning through task-based Math stations and unit projects. Teachers also utilize direct instruction in targeted skills mastery groups and What I Need Intervention periods. SACS Bronx implements a professional learning community (PLC) approach. SACS Bronx teachers engage in common planning and intellectual preparation periods to review student work and progress monitoring data to plan responsive instruction and support integration critical thinking skill development across the curriculum. As part of our intellectual preparation protocol teachers discuss and generate solutions to anticipated student misconceptions. Teachers also engage in “teach backs” to practice their lesson launches and student coaching moves to receive feedback from their peers and/or instructional leaders.

In SY 2025-26, SACS Bronx will continue to implement the following steps to accelerate Math learning and address skill gaps along with more consistent and intentional student work study and progress monitoring.

- We will promote use of First in Math (FIM) with a school-wide implementation plan led by our Instructional Coach. All teachers also participated in a ninety-minute FIM workshop during Summer Institute. Our students enjoy learning math facts on the FIM platform and collecting badges to mark their skill mastery. In SY2025-26, we will continue to hold golden ticket celebrations each trimester for students who master the Very Important Facts to build automaticity in mental math. We initiated this practice in 2024-25. Students will follow the four steps of FIM beginning with the Just the Facts Pre and Post Tests to assess fluency levels.
- We will continue to use Lavinia Math Stories (introduced in SY 2022-23) for all students. Lavinia Math Stories applies a student-centered Cognitively Guided Instruction (CGI) approach that provides content and methods to engage students in the development of multiple approaches for solving on and above grade level problems through hands-on learning and rich Mathematical discourse. CGI empowers students to build on their natural number sense and intuitive problem solving. CGI also pushes teachers to listen to students, ask questions, and engage with their thinking processes. In practice, teachers speak to the heightened level of engagement, confidence, and independence students show in response to Math Stories. We find that even the most reluctant students were open to engaging Math which is key to

accelerating learning. CGI aligns with SACS Bronx’s vision to develop independent learners who think critically and creatively.

- We will also expand upon our use of IXL Learning with a focus on its MAP correlated individualized learning plans for students. Our students find the platform engaging and enjoy completing the skill building math activities.

Professional Development

SACS Bronx maintains a multi-school professional learning community (PLC). The education corporation has created a culture of collegiality and collaboration wherein educators work together to ensure that instruction results in student learning. SACS Bronx continues to prioritize teacher development. For Summer pre-service, teachers participate in a two-week development institute each August. The institute focuses on strengthening key academic initiatives and school culture. During the academic year, SACS Bronx teachers engage in daily common intellectual preparation and planning periods with their grade team. In addition, all teaching staff will participate in a monthly two-hour block of professional development on varied topics to support school-wide teaching and learning goals as well as express interests and needs of teachers. This professional development block is also used for data deep dives and responsive planning. In SY 2024-25, teachers participated in workshops and webinars provided through NWEA MAP, Savvas Learning, and the Lavinia Group. Teachers attend and turnkey information from professional development workshops on new curricula, resources, and approaches to their peers. Teachers visit each other’s classrooms to hone their craft, create a consistent feedback cycle, and facilitate the development and delivery of effective instruction across all grade levels. In SY 2024-25 teachers also participated in workshops hosted by the Collaborative for Inclusive Education (CIE) which provides effective professional development, resources, and technical support to teachers and administrators focused on Students with Disabilities and English Languages Learners.

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.

2024-25 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	31		4						35
4	42		6						48
5	45	2	1						48
All	118	2	11						131

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2024-25 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	31	28	90%	29	26	90%
4	42	36	86%	35	30	86%
5	45	26	58%	42	23	55%
All	118	90	76%	106	79	75%

Math Measure 2 - Absolute

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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	15	13	62	28

$$PI = 0 * [15]_{Level 1} + 1 * [13]_{Level 2} + 2 * [62]_{Level 3} + 2.5 * [28]_{Level 4} = 207$$

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.

METHOD

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.

2024-25 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	90	29	53	661
4	86	35	45	679
5	55	42	41	686
All	75	106	46	2026

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.

METHOD

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 2024-25 analysis is not yet available. This report contains 2023-24 results.¹⁰

2023-24 Mathematics Comparative Performance by Grade Level

¹⁰ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	97%	457.0	444.8	0.88
4	90%	478.0	445.5	2.08
5	96%	449.0	440.2	0.66
All	94%	462.2	443.5	1.26

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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.¹¹

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	75.3	50.0
5	23.1	50.0
All	51.0	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, 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: **NWEA MAP**

NWEA - MATH

2024-25 NWEA MAP Mathematics Assessment End of Year Results

¹¹ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	131	58	Yes [+8]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	58	59	Yes [+4]
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹²	58	38	49	No [-9]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹³	2+ students	75%	114	62%	No [-13]

End of Year Performance on 2024-25 NWEA MAP 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 Proficient ¹⁴	Number Tested	Percent Proficient	Number Tested
3	69	35	70	33
4	63	48	67	38

¹² 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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹³ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹⁴ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

5	47	47	22	40
All	60	134	47	112

End of Year Growth on 2024-25 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	64	35
4	67	48
5	42	47
All	58	134

SUMMARY OF THE MATHEMATICS GOAL

SACS Bronx met the Math Goal per all five Measures for the New York State exams. Seventy-five percent (75%) of all tested students in at least their second year were proficient, which represents a six percent (6%) increase over Spring 2024. The school also met the Math Goal per Measures 1 and 2 for NWEA MAP assessment. Though SACS Bronx fell short of meeting Measures 3 and 4 for NWEA MAP, the school improves student outcomes over Spring 2024. More specifically for Measure 3, the school missed the target by 9 points compared to 12 points in 2024. Likewise for Measure 4, the school came closer to meeting the seventy-five (75%) percent proficiency target for returning students with a sixty-two (62%) percent proficiency rate compared to forty (40%) percent in Spring 2024.

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.	YES
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. [207 vs 119.3]	YES
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. [75 vs 46]	YES
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. [1.26 vs 0.3]	YES

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. [51 vs 50]	YES
--------	--	-----

EVALUATION OF THE MATHEMATICS GOAL

Math Measure 1 - Absolute: NYS Exam: On the Spring 2025 New York State ELA Exam, seventy-five percent (75%) of SACS Bronx students in at least their second year were proficient on the New York State Math exam. This represents a six (6%) percent increase in student performance over Spring 2024.

Math Measure 2 - Absolute: NYS Exam (207 vs 119.3): SACS Bronx students exceeded Absolute Measure 2 with a PI of 207 which is 84.7 above this year’s MIP. Fourth graders’ performance with twenty-six (26) students who earned a level 4 and ten (10) who earned a level 3 most significantly contributed to the school’s high PI. Third graders had the most notable performance overall with a ninety (90%) percent proficiency rate overall on their first state exam, twenty-seven (27) students earning a level 3 and one (1) earning a level 4. Of the twenty-eight students who earned a Level 4, nine (9) are current English Language Learners and three (3) are Students with Disabilities. Our third and fourth graders benefited greatly from their teachers’ response to coaching and feedback as well as their commitment to progress monitoring and garnering consistent student effort.

Math Measure 3 - Comparative: NYS Exam (Met 75% vs 46%): SACS Bronx met Comparative Measure 3. Third-Fifth graders in at least their second year at the school scored twenty-nine percent (29%) higher than students in District 7, at seventy-five percent (75%) compared to forty-six (46%). SACS Bronx’ fourth graders outperformed their counterparts by the largest margin (86% compared to 45%). Additionally, ninety percent (90%) of SACS Bronx’ third graders were proficient compared to fifty-three (53%) for District 7 students. Likewise, fifty-five (55%) percent of SACS Bronx’ fifth graders were proficient compared to forty-one percent (41%) for the District.

Math Measure 4 - Comparative: NYS Exam (Met 1.26 vs 0.3): As measured by the available 2023-24 result, SACS Bronx exceeded the predicted level of performance on the State ELA exam with an effect size of 1.26. This exceeds the effect size threshold of 0.3 by 1.03. The school’s actual performance Mean Scale Score of 462.2 exceeded the predicted performance for schools with similar economically disadvantaged statistics by 18.7. Fourth grade students were again the largest contributors to this outcome by exceeding their predicted score by 32.5. Nevertheless, third and fifth graders with higher percentages of economically disadvantaged students (97% and 96% respectively) notably exceeded their predicted score by 12.2 and 8.8 respectively.

Math Measure 5 - Growth: NYS Exam (Met 51.0 vs 50.0): At 51.0, the Mean Growth Percentile for SAC Bronx’ fourth and fifth graders exceeded the 50.0 target by 1. The Mean Growth Percentile for fourth graders was 75.3, which was 25.3 percent higher than the target. This suggests that, when implemented with fidelity, the school’s math teaching and learning practices and curriculum help students to experience year on year growth significantly above the target. On the other hand, the Mean Growth Percentile for fifth graders fell short of the target at just 23.1 percent, this was attributable in part to

inconsistency of instruction due to teacher absences as well as student resistance to end of year assessments. Our fifth graders expressed resentment towards both the State exams and the Spring MAP.

Additional Context and Evidence

During SY 2024-25, SACS Bronx prioritized the joy of learning and student agency alongside school-wide use of data in responsive learning cycles. The promotion of one of our strongest teachers with a genuine passion for Math was instrumental in enhancing the capacity of our third and fourth grade teams in particular. We have learned that our fifth graders teachers must not only learn the content but extend themselves to motivate fifth graders who routinely return from summer less focused on academics than they were in their fourth-grade year - no matter how well prepared they are. Nevertheless, teacher absences in the second half of the school year adversely impacted fifth grade student outcomes.

MATHEMATICS ACTION PLAN

For SY 2025-26, our Instructional Coach has developed a Math topic crosswalk with our Savaas EnVision Math and Lavinia Math Stories pacing guide and the NWEA MAP Learning Continuum. The Math Scope and Sequence for SY2025-26 strategically integrates Math Routines, EnVision Math, and Math Stories lessons. Teachers from each grade level contributed to the development of the Scope and Sequence with the Instructional Leadership Team. Additionally, our Special Education Coordinator will collaborate with the Instructional Coach and Mentor Teacher to align support for teachers in differentiating math lessons for SETTS and other strategic small group instruction. Likewise, the Instructional Coach will again lead implementation of First in Math (FIM) with a focus on Math facts and automaticity. To ensure all students have solid foundational Math skills and fluency, we will implement Math Routines during the first five-ten minutes of the core Math period in addition to FIM morning minutes and a mid-year Math Bee. We have determined that this fluency work increases math agility and builds upon the gains in growth mindsets about Math.

GOAL 3: SCIENCE

Storefront Academy Charter Schools students will demonstrate proficiency in scientific investigation, evaluation, and evidence based reporting.

BACKGROUND

Curriculum

SACS Bronx uses Discovery Education's Mystery Science, a unique based Next Generation Science Standards (NGSS) aligned curriculum for grades K-5 designed to help students stay curious and engaged. In preparation for the State 5th Grade Science exam, fifth graders also completed the four required science investigations for Elementary-level Science.

Instruction

Teachers use Mystery Science guides and videos to lead engaging, *open-and-go* lessons with step-by-step, hands-on activities that explore scientific phenomena using common classroom items. Teachers use Mystery Science's unit tests and 3-D performance tasks to assess student learning. The curriculum's scope and sequence aligns with the New York City Science Scope and Sequence to provide required science content and skills related to big ideas and key concepts. In preparation for the State exam, fifth graders also completed the four required investigations for Elementary-level Science. In light

of the heavy literacy format of the new exam, students also completed close readings on Science using Perfection Learnings *5th Grade Science Companion*.

Professional Development

Since Mystery Science provides *open-and-go* lessons with hands-on activities, SACS Bronx has utilized grade level Professional Learning Community framework to offer teachers time and resources to practice and debrief lessons prior to teaching them to their students. For SY 2024-25, Mystery Science introduced Professional Development Kits for Grades K-5 which SACS Bronx implemented to norm and enhance teacher preparation for science instruction. In 2024-25 third through fifth grade teachers also participated in workshops on teaching science with the new STEM Lab Carts secured with a RESO grant. Additionally, our STEM classroom provided opportunities for focused investigations and highlighted the importance of science learning. We will adopt the [OpenSciEd](#) Framework which aligns with our instructional approach and key design elements while engaging students in rigorous science inquiry.

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 administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam
By Students Enrolled in At Least Their 2nd Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	41	16	39%
All	41	16	39%

Science Measure 2 - Comparative

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 administered the New York State Testing Program science assessment to students in 5th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

2024-25 State Science Exam
Charter School and District Performance by Grade Level

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	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
5	41	16	39%			
All	41	16	39%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

SACS Bronx did not meet the absolute measure of 75% proficiency for all tested students in at least their second year at the school. However, the school likely met the comparative measure though the district data is not yet available.

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.	No
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. [39% vs]	N/A

EVALUATION OF THE SCIENCE GOAL

Science Measure 1 - Absolute: NYS Exam (Not Met 39 vs 75): On the Spring 2025 New York State ELA Exam, thirty-nine percent (39%) of SACS Bronx students in at least their second year were proficient on the New York State Math exam. Though this proficiency level falls far short of the absolute measure, it represents a twenty-nine percent (29%) increase over Spring 2024. As a result, for SY2025-26 the school has adopted Amplify Science for a comprehensive curriculum more closely aligned with the blueprint of the 5th grade exam. We will also use IXL Science to provide students with more opportunities to respond to State exam question formats on the computer.

Science Measure 2 - Comparative: NYS Exam As of this writing the District scores were not accessible to enable evaluation of this measure.

ADDITIONAL CONTEXT AND EVIDENCE

In SY2024-25 the school placed greater emphasis on more rigorous science instruction in grades three-five in response to the low benchmark scores on the first administration of the 5th grade Science exam in 2024. We modified our master schedule to dedicate an additional 45 minutes per week of science learning. We have also implemented a stem lab for more focused science investigations with correlated written responses. We supplemented Mystery Science with [OpenSciEd](#) to ensure students were engaged in more structured rigorous science investigation and discourse. Though these shifts resulted in a twenty-nine (29%) percent increase in student proficiency levels on the 2025 Science exam, teachers and leaders determined a more comprehensive Science curriculum is needed to deepen and accelerate

learning. As a result, we will adopt Amplify Science which was the first choice of our prior curriculum committee composed of teachers, parents, and students.

ACTION PLAN

For SY2025-26, the school will implement Amplify Science in grades three - five, with on demand professional development for teachers. Moreover, fifth grade students will have a dedicated Science Teacher and utilize the STEM lab for Science periods. In addition, we will utilize IXL Science to provide students with 1 to 1 intervention and enrichment and support continuous progress monitoring of student learning. This is especially important for students who are below grade level in reading in light of the heavily literacy based State Science exam. We will also engage students in goal setting and progress monitoring their science growth and achievement as we do with ELA and Math. We have found that this helps to motivate most students to put forth their best efforts and persevere toward their goals.

Teachers will have release time to participate in professional development workshops. Additionally, the Instructional Coach will facilitate a Science PLC to support consistency in collaborative student work study and planning to cultivate a strong culture of intellectual preparation for science instruction.

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
2022-23	Good standing
2023-24	Good standing
2024-25	Good standing

ADDITIONAL CONTEXT AND EVIDENCE

SACS-Bronx maintained a status of “Good Standing” during each year of the current Accountability Period. Nevertheless, the school continues to pursue strategies to effectively enhance teacher capacity and accelerate learning to continuously improve student outcomes. Chronic absenteeism, teacher

shortages, enrollment shortfalls, and changes in student demographics continue to impact implementation of instructional action plans for consistent gains in ELA, Math, and Science achievement across all grades.

Chronic Absenteeism

SACS Bronx again ended SY 2024-25 with an average daily attendance of 89% for grades three-five and 88% school-wide. Nevertheless, we continue to work toward our goal of 90% or higher. For SY 2024-25 we implemented a Family-School Social Contract in addition to ongoing Parent Outreach and Student Support programming. Our Dean of Students was instrumental in guiding the Attendance Team and ensuring follow up on our Attendance Protocols. We also networked to secure an intern to augment our Counseling Team. This enabled us to provide consistent check-ins and advisory groups for our fifth graders who historically pose the most significant instances of chronic absenteeism in the upper elementary grades.

Staffing Challenges

Grade	Number of Teacher Vacancies	Period of Teacher Vacancies	How Teacher was Replaced
Grade 3	1	9 months	Permanent Building Substitute

In October 2024, our third grade team leader, a veteran teacher and long standing member of our school community had to take medical leave. A new teacher hired as our permanent building substitute stepped in to teach one of our third grade classes for the balance of the school year. The permanent building substitute position was not filled, instead the school utilized the intervention team and contracted substitute teachers as needed.

Shifts in Student Demographics

During SY2024-25, like many schools in New York City, SACS Bronx welcomed a number of newcomers in second through fifth grade as well as other English Language Learners whom parents transferred to our school citing limited progress in English proficiency at their prior schools. In the case of our newcomers, many were students with interrupted/inconsistent formal schooling and some had trauma related issues. We utilized the Collaborative for Inclusive Education to help us empower our classroom teachers to support English Language Learners in collaboration with our ELLs Team. To better serve all of our students, in SY2025-26 we will continue to systematize ongoing collaboration between classroom and intervention teachers for tier one instruction. Additionally, we changed the structure of our Student Support Team to have a bi-lingual Social Worker join our Lead Counselor. Our new Social Worker is one of our former lead teachers who is a certified social worker with prior experience in the field.

SACS will continue to invest in its teacher-in-residence program in partnership with Teach for America and Relay Graduate School for Education. For SY2025-26, SACS Bronx will have one returning and two new teachers-in-residence. We believe this program will create a graduate student-to-teacher and teacher-to-teacher leader pipeline of high quality candidates immersed in the “Children’s Storefront” culture, climate, and academic, social-emotional, and arts programming.


We remain keenly focused on aligning all initiatives to benefit students. The action plans outlined in this report will continue to accelerate learning and improve student outcomes without compromising SACS Bronx’s joyful and innovative school culture and positive family-school relationships. With shared vision, all adults will work in concert to guide, motivate, and support our students to achieve their individualized social-emotional and academic learning goals as well as our charter benchmarks.



Storefront Academy Charter School dba Storefront Academy Charter School South Bronx

**Independent Auditor's Reports, Financial Statements,
and Supplementary Information**

June 30, 2025 and 2024



Storefront Academy Charter School
dba Storefront Academy Charter School South Bronx
Contents
June 30, 2025 and 2024

Independent Auditor’s Report..... 1

Financial Statements

 Statements of Financial Position..... 4

 Statements of Activities 5

 Statement of Functional Expenses – 2025 6

 Statement of Functional Expenses – 2024 7

 Statements of Cash Flows 8

 Notes to Financial Statements 9

Supplementary Information

 Schedule of Activities by Location..... 17

 Schedule of Functional Expenses – Harlem 18

 Schedule of Functional Expenses – South Bronx..... 19

**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* – Independent Auditor’s Report** 20

Schedule of Findings and Responses 22

Summary Schedule of Prior Audit Findings 23

Independent Auditor's Report

Board of Trustees
Storefront Academy Charter School
dba Storefront Academy Charter School South Bronx
Bronx, New York

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Storefront Academy Charter School dba Storefront Academy Charter School South Bronx (the School), which comprise the statements of financial position as of June 30, 2025 and 2024, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the financial position of Storefront Academy Charter School dba Storefront Academy Charter School South Bronx as of June 30, 2025 and 2024, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*). 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 Storefront Academy Charter School dba Storefront Academy Charter School South Bronx, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Substantial Doubt About the School's Ability to Continue as a Going Concern

The accompanying financial statements have been prepared assuming the School will continue as a going concern. As discussed in Note 7 to the financial statements, the School has suffered recurring losses from operations and has stated that substantial doubt exists about the School's ability to continue as a going concern. Management's evaluation of the conditions and events and management's plans regarding these matters are also described in Note 7. The financial statements do not include any adjustments that might result from the outcome of this uncertainty. Our opinion is not modified with respect to this matter.

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 Storefront Academy Charter School dba Storefront Academy Charter School South Bronx'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 GAAS 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 GAAS and *Government 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 Storefront Academy Charter School dba Storefront Academy Charter School South Bronx'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 Storefront Academy Charter School dba Storefront Academy Charter School South Bronx'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.

Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplemental information within the statement of functional expenses and supplementary schedules are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the accompanying supplementary information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2025 on our consideration of Storefront Academy Charter School dba Storefront Academy Charter School South Bronx'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 solely 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 the effectiveness of Storefront Academy Charter School dba Storefront Academy Charter School South Bronx's 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 Storefront Academy Charter School dba Storefront Academy Charter School South Bronx's internal control over financial reporting and compliance.

Forvis Mazars, LLP

**New York, New York
October 20, 2025**

Storefront Academy Charter School
dba Storefront Academy Charter School South Bronx
Statements of Financial Position
June 30, 2025 and 2024

	<u>2025</u>	<u>2024</u>
ASSETS		
Current Assets		
Cash	\$ 5,626	\$ 357,454
Contributions and government grants receivable, net of allowance 2025 – \$84,357, 2024 – \$0	228,993	551,744
Prepaid expenses and other assets	<u>55,909</u>	<u>263,903</u>
Total Current Assets	290,528	1,173,101
Noncurrent Assets		
Restricted cash	7,243	150,215
Security deposit	650,000	300,000
Property and equipment, net	1,169,269	1,347,827
Right-of-use asset operating lease	<u>27,818,009</u>	<u>29,179,688</u>
Total Assets	<u>\$ 29,935,049</u>	<u>\$ 32,150,831</u>
LIABILITIES AND NET ASSETS		
Liabilities		
Current Liabilities		
Accounts payable and accrued expenses	\$ 337,253	\$ 163,699
Rent payable	765,588	915,588
Accrued salaries and related liabilities	449,150	577,591
Deferred revenue	135,520	-
Operating lease liability – current portion	<u>1,872,249</u>	<u>1,451,776</u>
Total Current Liabilities	3,559,760	3,108,654
Noncurrent Liability		
Operating lease liability	<u>28,039,845</u>	<u>29,153,599</u>
Total Liabilities	31,599,605	32,262,253
Net Assets Without Donor Restrictions	<u>(1,664,556)</u>	<u>(111,422)</u>
Total Liabilities and Net Assets	<u>\$ 29,935,049</u>	<u>\$ 32,150,831</u>

Storefront Academy Charter School
dba Storefront Academy Charter School South Bronx
Statements of Activities
Years Ended June 30, 2025 and 2024

	<u>2025</u>	<u>2024</u>
Revenues and Other Support		
Per-pupil operating revenue – resident student enrollment	\$ 6,886,520	\$ 6,591,545
Per-pupil operating revenue – students with disabilities	1,082,018	1,098,909
New York City Department of Education (NYCDOE) rental assistance revenue	<u>1,463,403</u>	<u>1,406,362</u>
Total state and local per-pupil operating revenues	9,431,941	9,096,816
Government grants and contracts – federal	690,705	456,157
Government grants and contracts – state	23,836	-
Contributions	273,738	324,870
Interest	28	30
Other revenues	<u>27,848</u>	<u>30,393</u>
Total Revenues and Other Support	<u>10,448,096</u>	<u>9,908,266</u>
Expenses		
Program services		
General education	7,148,341	6,583,964
Special education	<u>2,666,132</u>	<u>2,432,747</u>
Total program services	9,814,473	9,016,711
Supporting services		
Management and general	<u>2,186,757</u>	<u>1,804,040</u>
Total Expenses	<u>12,001,230</u>	<u>10,820,751</u>
Change in Net Assets Before Impairment of Right-of-Use Asset	(1,553,134)	(912,485)
Impairment of right-of-use asset	<u>-</u>	<u>865,588</u>
Change in Net Assets	(1,553,134)	(1,778,073)
Net Assets Without Donor Restrictions, Beginning of Year	<u>(111,422)</u>	<u>1,666,651</u>
Net Assets (Deficit) Without Donor Restrictions, End of Year	<u>\$ (1,664,556)</u>	<u>\$ (111,422)</u>

Storefront Academy Charter School
dba Storefront Academy Charter School South Bronx
Statement of Functional Expenses
Year Ended June 30, 2025

	** No. of Positions	Program Services			Supporting Services	Total
		General Education	Special Education	Total	Management and General	
Personnel service costs						
Administrative personnel	15	\$ 657,152	\$ 177,816	\$ 834,968	\$ 991,907	\$ 1,826,875
Instructional personnel	40	1,789,338	1,074,503	2,863,841	-	2,863,841
Noninstructional personnel	8	-	-	-	385,072	385,072
Total personnel service costs	<u>63</u>	2,446,490	1,252,319	3,698,809	1,376,979	5,075,788
Payroll taxes and employee benefits		544,811	271,175	815,986	301,661	1,117,647
Legal fees		-	-	-	29,927	29,927
Audit fees		-	-	-	57,355	57,355
Professional fees		449,604	122,996	572,600	36,302	608,902
Repairs and maintenance		261,942	71,859	333,801	25,894	359,695
Curriculum and classroom		156,502	42,446	198,948	-	198,948
Student services		208,599	57,008	265,607	-	265,607
Food services		270,442	73,749	344,191	-	344,191
Staff development		57,572	15,634	73,206	6,156	79,362
Equipment and furnishings		34,570	9,346	43,916	3,821	47,737
Office expense		87,021	23,623	110,644	9,331	119,975
Rent and property tax		1,906,082	526,999	2,433,081	176,449	2,609,530
Utilities		148,715	41,565	190,280	12,457	202,737
Information technology		119,140	32,388	151,528	12,642	164,170
Marketing and recruiting		90,286	24,549	114,835	9,565	124,400
Insurance		89,956	24,623	114,579	9,055	123,634
Depreciation and amortization		173,161	47,420	220,581	17,362	237,943
Interest expense		489	131	620	57	677
Bad debt expense		-	-	-	91,728	91,728
Other expenses		102,959	28,302	131,261	10,016	141,277
Total expenses reported by function on the statements of activities		<u>\$ 7,148,341</u>	<u>\$ 2,666,132</u>	<u>\$ 9,814,473</u>	<u>\$ 2,186,757</u>	<u>\$ 12,001,230</u>

** Supplemental information

See Notes to Financial Statements

Storefront Academy Charter School
dba Storefront Academy Charter School South Bronx
Statement of Functional Expenses
Year Ended June 30, 2024

	** No. of Positions	Program Services			Supporting Services	Total
		General Education	Special Education	Total	Management and General	
Personnel service costs						
Administrative personnel	19	\$ 717,240	\$ 196,256	\$ 913,496	\$ 736,314	\$ 1,649,810
Instructional personnel	40	1,990,846	1,028,750	3,019,596	-	3,019,596
Noninstructional personnel	7	-	-	-	375,564	375,564
Total personnel service costs	<u>66</u>	2,708,086	1,225,006	3,933,092	1,111,878	5,044,970
Payroll taxes and employee benefits		533,455	242,370	775,825	219,586	995,411
Legal fees		-	-	-	17,749	17,749
Audit fees		-	-	-	46,882	46,882
Professional fees		620,742	176,585	797,327	58,605	855,932
Repairs and maintenance		98,730	29,340	128,070	12,584	140,654
Curriculum and classroom		190,580	51,768	242,348	-	242,348
Student services		80,119	22,502	102,621	-	102,621
Food services		9,486	2,530	12,016	-	12,016
Staff development		124,351	33,427	157,778	14,225	172,003
Equipment and furnishings		9,181	2,477	11,658	1,055	12,713
Office expense		60,108	16,779	76,887	7,161	84,048
Rent and property tax		1,557,833	458,690	2,016,523	196,593	2,213,116
Utilities		98,337	30,082	128,419	12,929	141,348
Information technology		103,886	28,482	132,368	12,140	144,508
Marketing and recruiting		112,809	32,316	145,125	13,821	158,946
Insurance		79,148	23,513	102,661	10,084	112,745
Depreciation and amortization		183,447	52,774	236,221	22,579	258,800
Bad debt expense		-	-	-	45,171	45,171
Other expenses		13,666	4,106	17,772	998	18,770
Total expenses reported by function on the statements of activities		<u>\$ 6,583,964</u>	<u>\$ 2,432,747</u>	<u>\$ 9,016,711</u>	<u>\$ 1,804,040</u>	<u>\$ 10,820,751</u>

** Supplemental information

Storefront Academy Charter School
dba Storefront Academy Charter School South Bronx
Statements of Cash Flows
Years Ended June 30, 2025 and 2024

	<u>2025</u>	<u>2024</u>
Operating Activities		
Change in net assets	\$ (1,553,134)	\$ (1,778,073)
Items not requiring (providing) operating cash flows		
Bad debt expense	91,728	45,171
Depreciation and amortization	237,943	258,800
Impairment of right to use asset	-	865,588
Noncash operating lease expense	1,361,679	1,387,742
Changes in		
Contributions and government grants receivable	231,023	(224,810)
Prepaid expenses and other assets	207,994	(217,760)
Security deposit	(350,000)	(300,000)
Accounts payable and accrued expenses	173,554	22,725
Deferred revenue	135,520	-
Accrued salaries and related liabilities	(128,441)	197,728
Rent payable	(150,000)	-
Change in lease liability	(693,281)	(345,097)
Net Cash Used in Operating Activities	<u>(435,415)</u>	<u>(87,986)</u>
Investing Activities		
Purchase of property and equipment	<u>(59,385)</u>	<u>(507,900)</u>
Net Cash Used in Investing Activities	<u>(59,385)</u>	<u>(507,900)</u>
Change in Cash and Restricted Cash	(494,800)	(595,886)
Cash and Restricted Cash, Beginning of Year	<u>507,669</u>	<u>1,103,555</u>
Cash and Restricted Cash, End of Year	<u>\$ 12,869</u>	<u>\$ 507,669</u>
Cash and Restricted Cash Consist of		
Cash	\$ 5,626	\$ 357,454
Restricted Cash	<u>7,243</u>	<u>150,215</u>
	<u>\$ 12,869</u>	<u>\$ 507,669</u>
Supplemental Cash Flows Information		
Cash paid for interest	\$ 677	\$ 290
ROU assets obtained in exchange for new operating lease liabilities	\$ -	\$ 26,338,306

Storefront Academy Charter School
dba Storefront Academy Charter School South Bronx
Notes to Financial Statements
June 30, 2025 and 2024

Note 1. Nature of Operations and Summary of Significant Accounting Policies

Nature of Operations

Storefront Academy Charter School (the School) is an educational corporation that operates as a charter school in the Borough of Bronx, New York. On December 2, 2014, the Board of Regents and the Board of Trustees of the State University of New York, on behalf of the State Education Department (NYSED), granted the School a charter valid for a term of five years (expiring June 30, 2020) and renewable upon expiration. The School was granted a charter for grades K through 5. On July 31, 2020, the School's charter was renewed by the New York State Board of Regents through July 31, 2025. On March 15, 2023, the expiration of the charter was updated to by the New York State Board of Regents through July 31, 2028.

The School has obtained a dba effective September 22, 2015 under the name Storefront Academy Charter School South Bronx.

The School was organized to provide children of varied academic strengths quality educational opportunities, preparing them academically, socially, and emotionally to become critical thinkers, high-achieving students, and well-rounded individuals. Working in partnership with families and community members, the School instills a powerful sense of self, and gives its students the tools to own the future and create meaningful adult lives. During fiscal years 2025 and 2024, the School operated classes for approximately 333 and 359 full-time equivalent general instruction students, respectively, of which 93 and 60 were special education students, respectively.

On February 11, 2020, the Board of Regents of the University of the State of New York amended the charter agreement permitting an additional school to be opened by the School. Storefront Academy Charter School Harlem (SACSH) operates under the same management and board of trustees as the School. During fiscal years 2025 and 2024, SACSH operated classes for approximately 89 and 90 full-time equivalent general instruction students, of which 31 and 22 were special education students, respectively. SACSH was issued a charter which expires on July 31, 2027.

The School is supported primarily by state and local per-pupil operating revenues.

Use of Estimates

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 the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, expenses, and other changes in net assets during the reporting period. Actual results could differ from those estimates.

Restricted Cash

Deposit accounts restricted externally by regulators are considered to be restricted cash.

Cash Reserves

The School is required to maintain cash in an account, pursuant to its Charter Agreements, to pay off expenses in the event of dissolution of the School.

Storefront Academy Charter School
dba Storefront Academy Charter School South Bronx
Notes to Financial Statements
June 30, 2025 and 2024

Grants Receivable

Revenues from government grants to which the School is entitled are recognized mostly on student enrollment. Some grants are provided for specific educational endeavors, which are not based on student enrollment, and are recorded when related expenditures are incurred by the School. Receivables are recorded when the revenue is earned. Bad debt is charged if the receivable is determined to be uncollectible based on periodic review by management. Factors used to determine whether an allowance should be recorded include the age of the receivable and a review of payments subsequent to year-end. Receivables are written off against the allowance for doubtful accounts when all reasonable collection efforts have been exhausted. The School had an allowance of \$84,357 and \$0 as of June 30, 2025 and 2024, respectively.

Property and Equipment

Property and equipment acquisitions over \$1,000 are stated at cost less accumulated depreciation. Depreciation is charged to expense using the straight-line method over the estimated useful life of each asset. Assets under finance lease obligations and leasehold improvements are amortized over the shorter of the lease term or their respective estimated useful lives.

The estimated useful lives for each major depreciable classification of property and equipment are as follows:

Leasehold improvements	10 years
Furniture and fixtures	5 to 7 years
Equipment	5 years
Computers	3 years
Library books	15 years

Long-Lived Asset Impairment

The School evaluates the recoverability of the carrying value of long-lived assets whenever events or circumstances indicate the carrying amount may not be recoverable. If a long-lived asset is tested for recoverability and the undiscounted estimated future cash flows expected to result from the use and eventual disposition of the asset is less than the carrying amount of the asset, the asset cost is adjusted to fair value and an impairment loss is recognized as the amount by which the carrying amount of a long-lived asset exceeds its fair value.

No asset impairment was recognized during the year ended June 30, 2025.

The School determined that they could not use the existing space leased in Harlem for school activities due to modifications required by the Board of Education. As a result, the right-of-use asset was impaired in 2024.

Leases

The School determines if an arrangement is a lease or contains a lease at inception. Leases result in the recognition of right-of-use (ROU) assets and lease liabilities on the statements of financial position. ROU assets represent the right to use an underlying asset for the lease term, and lease liabilities represent the obligation to make lease payments arising from the lease, measured on a discounted basis. The School determines lease classification as operating or finance at the lease commencement date.

The School combines lease and nonlease components, such as common area and other maintenance costs, and accounts for them as a single lease component in calculating the ROU assets and lease liabilities.

At lease commencement, the lease liability is measured at the present value of the lease payments over the lease term. The ROU asset equals the lease liability adjusted for any initial direct costs, prepaid or deferred rent, and lease incentives. The School has made a policy election to use a risk-free rate (the rate of a zero-coupon U.S. Treasury instrument) for the initial and subsequent measurement of all lease liabilities. The risk-free rate is determined using a period comparable with the lease term.

Storefront Academy Charter School
dba Storefront Academy Charter School South Bronx
Notes to Financial Statements
June 30, 2025 and 2024

The lease term may include options to extend or to terminate the lease that the School is reasonably certain to exercise. Lease expense is generally recognized on a straight-line basis over the lease term.

The School has elected not to record leases with an initial term of 12 months or less on the statements of financial position. Lease expense on such leases is recognized on a straight-line basis over the lease term.

Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor restrictions.

Net assets without donor restrictions are available for use in general operations and not subject to donor or grantor restrictions.

State and Local Per-Pupil Revenue

Revenues from the state and local governments resulting from the School’s charter status and based on the number of students enrolled are recorded when services are performed in accordance with the charter agreement.

Contributions

Contributions are provided to the School either with or without restrictions placed on the gift by the donor. Revenues and net assets are separately reported to reflect the nature of those gifts—with or without donor restrictions. The value recorded for each contribution is recognized as follows:

Nature of the Gift	Value Recognized
<i>Conditional gifts, with or without restriction</i>	
Gifts that depend on the School overcoming a donor-imposed barrier to be entitled to the funds	Not recognized until the gift becomes unconditional, <i>i.e.</i> , the donor-imposed barrier is met
<i>Unconditional gifts, with or without restriction</i>	
Received at date of gift – cash and other assets	Fair value
Received at date of gift – property, equipment, and long-lived assets	Estimated fair value
Expected to be collected within one year	Net realizable value
Collected in future years	Initially reported at fair value determined using the discounted present value of estimated future cash flows technique

In addition to the amount initially recognized, revenue for unconditional gifts to be collected in future years is also recognized each year as the present-value discount is amortized using the level-yield method.

When a donor stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

Gifts and investment income that are originally restricted by the donor and for which the restriction is met in the same time period the gift is received are recorded as revenue with donor restrictions and then released from restriction.

Storefront Academy Charter School
dba Storefront Academy Charter School South Bronx
Notes to Financial Statements
June 30, 2025 and 2024

Conditional contributions having donor stipulations which are satisfied in the period the gift is received are recorded as revenue without donor restrictions.

All contributions receivable as of June 30, 2025 and 2024 were without donor restrictions.

As of June 30, 2025, \$135,520 received from conditional contributions were recorded as a liability. As of June 30, 2024, there were no conditional contributions received that were recorded as a liability.

Deferred Revenue

Revenue from conditional contributions is deferred and recognized as donor imposed barriers are met.

Government Grants

Support funded by grants is recognized as the School meets the conditions prescribed by the grant agreement, performs the contracted services, or incurs outlays eligible for reimbursement under the grant agreements. Grant activities and outlays are subject to audit and acceptance by the granting agency and, as a result of such audit, adjustments could be required.

Income Taxes

The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and a similar provision of state law. However, the School is subject to federal income tax on any unrelated business taxable income. The School files tax returns in the U.S. federal jurisdiction.

Functional Allocation of Expenses

The costs of supporting the various programs and other activities have been summarized on a functional basis in the statements of functional expenses. The statements of functional expenses present the natural classification detail of expenses by function. Certain costs have been allocated among the program services, management and general, and fundraising categories based on time spent, and staffing allocations to the main functional areas of the School: general education, special education, and management/general.

Note 2. Property and Equipment

Property and equipment as of June 30 consist of:

	<u>2025</u>	<u>2024</u>
Leasehold improvement	\$ 1,022,926	\$ 965,079
Furniture and fixtures	395,095	395,095
Equipment	502,405	500,867
Computers	424,300	424,300
Library books	445,999	445,999
	<u>2,790,725</u>	<u>2,731,340</u>
Accumulated depreciation and amortization	<u>(1,621,456)</u>	<u>(1,383,513)</u>
	<u>\$ 1,169,269</u>	<u>\$ 1,347,827</u>

Storefront Academy Charter School
dba Storefront Academy Charter School South Bronx
Notes to Financial Statements
June 30, 2025 and 2024

Note 3. Leases

Nature of Leases

The School has entered into the following lease arrangements:

Operating Leases

The School has a lease for space located at Jackson Avenue. The lease is set to expire June 30, 2028 and contains a renewal option for five years. Termination of the lease is generally prohibited unless there is a violation under the lease agreement.

Additionally, in May 2019, the School agreed to lease additional space, commencing July 2019. The lease was amended in December 2019 to adjust the lease payments. The lease was set to expire June 30, 2022 but was renewed through 2025. Termination of the lease is generally prohibited unless there is a violation under the lease agreement. In July 2023, the School notified the landlord they were relocating the School and were breaking the lease for cause. As of the date of the report, the School is in negotiations with the landlord to cancel the balance of the lease payments.

The School signed a lease for new lease for space in Harlem for the School. The lease commenced September 2023. The lease is set to expire August 31, 2055 with optional 19-year renewals. Termination of the lease is generally prohibited unless there is a violation under the lease agreement. Future minimum lease payments through 2055 are \$51,863,292. The tenant can exercise an early termination of the lease and pay an early termination fee should their Charter not be renewed. The School continues to accrue a liability for the lease payments even though they are no longer using the old leased space. The liability as of June 30, 2025 and 2024 was \$765,588 and \$915,588, respectively. The right-of-use asset has been written down in 2024 due to impairment.

During the fiscal year 2021, the School signed two leases for a commercial unit and community facility unit located at Pontiac Place, Bronx, NY. The leases commenced on August 1, 2021 and expire June 30, 2026. The leases contain a renewal option for five years. Termination of the leases is generally prohibited unless there is a violation under the lease agreement.

As of June 30, 2025, the School has entered into an additional lease for building space that has not commenced with total future payments of \$81,219,440. This lease has a target commencement date of the 2026–2027 school year.

The School has leases for office equipment that expire in various years through fiscal year 2026. Termination of the leases is generally prohibited unless there is a violation under the lease agreements.

All Leases

The School has no material related-party leases.

The School's lease agreement does not contain any material residual value guarantees or material restrictive covenants.

Storefront Academy Charter School
dba Storefront Academy Charter School South Bronx
Notes to Financial Statements
June 30, 2025 and 2024

Quantitative Disclosures

The lease cost and other required information for the years ended June 30, 2025 and 2024 are:

	<u>2025</u>	<u>2024</u>
Operating lease cost	\$ 2,540,646	\$ 2,494,422
Total lease cost	<u>\$ 2,540,646</u>	<u>\$ 2,494,422</u>
Other information		
Cash paid for amounts included in the measurement of lease liabilities		
Operating cash flows from operating leases	\$ 1,872,249	\$ 1,451,776
ROU assets obtained in exchange for new operating lease liabilities	\$ -	\$ 26,338,306
Weighted-average remaining lease term		
Operating leases	27.66 years	27.89 years
Weighted-average discount rate		
Operating leases	3.96%	3.94%

Future minimum lease payments and reconciliation to the statement of financial position at June 30, 2025 are as follows:

	<u>Leases</u>
2026	\$ 2,184,823
2027	2,075,646
2028	2,181,364
2029	1,296,250
2030	1,322,175
Thereafter	<u>43,559,368</u>
Total undiscounted lease payments	52,619,626
Less imputed interest	<u>(22,707,532)</u>
Lease liabilities	<u>\$ 29,912,094</u>

Note 4. Pension and Other Postretirement Benefit Plans

Employees of the School are eligible to participate in the Storefront Academy Harlem 403(b) Thrift Plan administered by Storefront Academy Harlem. The Board of Trustees annually determines the amount, if any, of the School's contributions to the plan. The School did not make a discretionary contribution to the plan for the years ended June 30, 2025 and 2024.

Storefront Academy Charter School
dba Storefront Academy Charter School South Bronx
Notes to Financial Statements
June 30, 2025 and 2024

Note 5. Significant Estimates and Concentrations

Accounting principles generally accepted in the United States of America require disclosure of certain significant estimates and current vulnerabilities due to certain concentrations. Those matters include the following:

Grants and Contracts Subject to Audits

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

Operating Revenue

The School obtained approximately 97% and 95% of its operating revenues through its charters from New York State for the years ended June 30, 2025 and 2024, respectively.

Note 6. Liquidity and Availability

Financial assets available for general expenditure, that is without donor or other restrictions limiting their use, within one year of June 30, 2025 and 2024, comprise the following:

	2025	2024
Current financial assets at year-end		
Cash	\$ 5,626	\$ 357,454
Contributions and government grants receivable	228,993	551,744
Financial assets available to meet cash needs for general expenditures within one year	\$ 234,619	\$ 909,198

The financial assets of the School without donor restrictions or restricted by state laws are available for general expenditures. During the years ended June 30, 2025 and 2024, the level of liquidity and reserves was managed within the policy requirements.

Note 7. Management’s Consideration of Going Concern Matters

The School had suffered operating losses of approximately \$1.5 million and approximately \$1.8 million in 2025 and 2024, respectively. As a result, the School’s net assets without donor restrictions and working capital is negative as of June 30, 2025 and 2024. Management anticipates significant growth in student enrollment to continue in their Harlem campus and some growth in its Bronx campus as well.

Fiscal 2025 was a growing year and incurred some nonrecurring costs as well to help set up the new Harlem campus. These costs are not anticipated to continue in 2026 and thereafter. A key driver of the net asset movement in 2024 related to the Harlem campus expensing two facilities leases. The School is negotiating with the landlord in good faith to eliminate or reduce the original lease obligation. Additionally, the South Bronx signed an agreement for a 32-year lease for a new facility with a target lease commencement date of the 2026–2027 school year, necessitating a \$350,000 security deposit.

Management obtained renewal of its existing charter in the Bronx until 2028, and anticipates renewal at that time. However, there can be no assurance that the School will be successful in achieving its objective.

Storefront Academy Charter School
dba Storefront Academy Charter School South Bronx
Notes to Financial Statements
June 30, 2025 and 2024

The accompanying financial statements have been prepared assuming that the School will continue as a going concern; however, the above conditions raise substantial doubt about the School's ability to do so. The financial statements do not include any adjustments to reflect the possible future effects on the recoverability and classification of assets or the amounts and classifications of liabilities that may result should the School be unable to continue as a going concern.

Note 8. Subsequent Events

Subsequent events have been evaluated through October 20, 2025, which is the date the financial statements were available to be issued.

Supplementary Information

Storefront Academy Charter School dba Storefront Academy Charter School South Bronx
Schedule of Activities by Location
Year Ended June 30, 2025

	<u>Harlem</u>	<u>South Bronx</u>	<u>Total</u>
Revenues and Other Support			
Per-pupil operating revenue – resident student enrollment	\$ 1,926,720	\$ 4,959,800	\$ 6,886,520
Per-pupil operating revenue – students with disabilities	427,483	654,535	1,082,018
New York City Department of Education (NYCDOE) rental assistance revenue	<u>565,876</u>	<u>897,527</u>	<u>1,463,403</u>
Total state and local per-pupil operating revenues	2,920,079	6,511,862	9,431,941
Government grants and contracts – federal	184,866	505,839	690,705
Government grants and contracts – state	23,836		23,836
Contributions	136,242	137,496	273,738
Interest	-	28	28
Other revenues	<u>5,260</u>	<u>22,588</u>	<u>27,848</u>
Total Operating Revenues and Other Support	<u>3,270,283</u>	<u>7,177,813</u>	<u>10,448,096</u>
Expenses			
Program services			
General education	2,693,935	4,454,406	7,148,341
Special education	<u>1,080,842</u>	<u>1,585,290</u>	<u>2,666,132</u>
Total program services	3,774,777	6,039,696	9,814,473
Supporting services			
Management and general	<u>597,418</u>	<u>1,589,339</u>	<u>2,186,757</u>
Total Expenses	<u>4,372,195</u>	<u>7,629,035</u>	<u>12,001,230</u>
Change in Net Assets	(1,101,912)	(451,222)	(1,553,134)
Net Assets (Deficit) Without Donor Restrictions, Beginning of Year	<u>(2,951,625)</u>	<u>2,840,203</u>	<u>(111,422)</u>
Net Assets (Deficit) Without Donor Restrictions, End of Year	<u>\$ (4,053,537)</u>	<u>\$ 2,388,981</u>	<u>\$ (1,664,556)</u>

Storefront Academy Charter School dba Storefront Academy Charter School South Bronx
Schedule of Functional Expenses – Harlem
Year Ended June 30, 2025

	No. of Positions	Program Services			Supporting Services	Total
		General Education	Special Education	Total	Management and General	
Personnel service costs						
Administrative personnel	2	\$ 122,935	\$ 34,558	\$ 157,493	\$ 243,409	\$ 400,902
Instructional personnel	11	333,118	366,617	699,735	-	699,735
Noninstructional personnel	3	-	-	-	121,680	121,680
Total personnel service costs	<u>16</u>	456,053	401,175	857,228	365,089	1,222,317
Payroll taxes and employee benefits		84,516	74,345	158,861	67,658	226,519
Legal fees		-	-	-	3,572	3,572
Audit fees		-	-	-	14,339	14,339
Professional fees		187,615	52,740	240,355	8,261	248,616
Repairs and maintenance		124,835	35,092	159,927	9,871	169,798
Curriculum and classroom		36,920	10,378	47,298	-	47,298
Student services		82,584	23,215	105,799	-	105,799
Food services		94,719	26,626	121,345	-	121,345
Staff development		15,130	4,253	19,383	1,196	20,579
Equipment and furnishings		5,805	1,632	7,437	459	7,896
Office expense		22,185	6,236	28,421	1,754	30,175
Rent and property tax		1,225,246	344,423	1,569,669	96,884	1,666,553
Utilities		130,252	36,614	166,866	10,299	177,165
Information technology		33,906	9,531	43,437	2,681	46,118
Marketing and recruiting		26,109	7,339	33,448	2,065	35,513
Insurance		38,575	10,844	49,419	3,050	52,469
Depreciation and amortization		76,076	21,385	97,461	6,016	103,477
Other		53,409	15,014	68,423	4,224	72,647
Total expenses reported by function on the statements of activities		<u>\$ 2,693,935</u>	<u>\$ 1,080,842</u>	<u>\$ 3,774,777</u>	<u>\$ 597,418</u>	<u>\$ 4,372,195</u>

Storefront Academy Charter School dba Storefront Academy Charter School South Bronx
Schedule of Functional Expenses – South Bronx
Year Ended June 30, 2025

	No. of Positions	Program Services			Supporting Services	Total
		General Education	Special Education	Total	Management and General	
Personnel service costs						
Administrative personnel	13	\$ 534,217	\$ 143,258	\$ 677,475	\$ 748,498	\$ 1,425,973
Instructional personnel	29	1,456,220	707,886	2,164,106	-	2,164,106
Noninstructional personnel	5	-	-	-	263,392	263,392
Total personnel service costs	<u>47</u>	1,990,437	851,144	2,841,581	1,011,890	3,853,471
Payroll taxes and employee benefits		460,295	196,830	657,125	234,003	891,128
Legal fees		-	-	-	26,355	26,355
Audit fees		-	-	-	43,016	43,016
Professional fees		261,989	70,256	332,245	28,041	360,286
Repairs and maintenance		137,107	36,767	173,874	16,023	189,897
Curriculum and classroom		119,582	32,068	151,650	-	151,650
Student services		126,015	33,793	159,808	-	159,808
Food services		175,723	47,123	222,846	-	222,846
Staff development		42,442	11,381	53,823	4,960	58,783
Equipment and furnishings		28,765	7,714	36,479	3,362	39,841
Office expense		64,836	17,387	82,223	7,577	89,800
Rent and property tax		680,836	182,576	863,412	79,565	942,977
Utilities		18,463	4,951	23,414	2,158	25,572
Information technology		85,234	22,857	108,091	9,961	118,052
Marketing and recruiting		64,177	17,210	81,387	7,500	88,887
Insurance		51,381	13,779	65,160	6,005	71,165
Depreciation and amortization		97,085	26,035	123,120	11,346	134,466
Interest expense		489	131	620	57	677
Bad debt expense		-	-	-	91,728	91,728
Other expenses		49,550	13,288	62,838	5,792	68,630
Total expenses reported by function on the statements of activities		<u>\$ 4,454,406</u>	<u>\$ 1,585,290</u>	<u>\$ 6,039,696</u>	<u>\$ 1,589,339</u>	<u>\$ 7,629,035</u>

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*

Independent Auditor's Report

Board of Trustees
Storefront Academy Charter School
dba Storefront Academy Charter School South Bronx
Bronx, New York

We have audited, in accordance with the 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 (*Government Auditing Standards*), the financial statements of Storefront Academy Charter School dba Storefront Academy Charter School South Bronx, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 20, 2025, which contained an Emphasis of Matter paragraph regarding substantial doubt about the entity to continue as a going concern.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Storefront Academy Charter School dba Storefront Academy Charter School South Bronx'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 Storefront Academy Charter School dba Storefront Academy Charter School South Bronx's internal control. Accordingly, we do not express an opinion on the effectiveness of Storefront Academy Charter School dba Storefront Academy Charter School South Bronx'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 or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Storefront Academy Charter School dba Storefront Academy Charter School South Bronx's financial statements are free from 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 instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and responses as item 2025-001.

Storefront Academy Charter School dba Storefront Academy Charter School South Bronx's Response to Finding

Government Auditing Standards requires the auditor to perform limited procedures on Storefront Academy Charter School dba Storefront Academy Charter School South Bronx's response to the finding identified in our audit and described in the accompanying schedule of findings and responses. Storefront Academy Charter School dba Storefront Academy Charter School South Bronx's response was not subjected to the other auditing procedures applied in the audit of the financial statements, and accordingly, we express no opinion on the response.

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 entity'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 entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Forvis Mazars, LLP

**New York, New York
October 20, 2025**

**Storefront Academy Charter School
 dba Storefront Academy Charter School South Bronx
 Schedule of Findings and Responses
 Year Ended June 30, 2025**

Findings Required to be Reported by *Government Auditing Standards*

Reference Number	Finding
2025-001	<p>Escrow Account</p> <p>Criteria or Specific Requirement Per Section 8.9 of the School's charter agreement, the School is required to maintain an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur. The School is required to deposit \$25,000 each of the first three years until there is \$75,000 in the account and maintain a total balance of \$75,000 for each location.</p> <p>Condition As of June 30, 2025, the School maintained an escrow balance of approximately \$7,000, which is below the minimum funding requirement of \$150,000.</p> <p>Effect The School was not in compliance with a requirement of the New York State Education Department.</p> <p>Cause Management oversight of the requirement.</p> <p>Recommendation We recommend that the School fund the escrow account at the required amount.</p> <p>Views of Responsible Officials and Planned Corrective Actions Agree with the finding; subsequent to year-end, the School properly funded the escrow account.</p>

Storefront Academy Charter School
dba Storefront Academy Charter School South Bronx
Summary Schedule of Prior Audit Findings
Year Ended June 30, 2024

Reference Number	Finding	
2024-001	<p><i>Per-Pupil Revenue – Lack of Documentation for Proof of Residence</i></p> <p>Under the New York State Charter School Audit Guidelines, the School must obtain valid proof of residency for students and ensure that the proper district is being billed for services. During our per-pupil testing, we noted that the School did not have proper support to prove student’s residence for 1 out of 40 students sampled.</p>	Resolved
2024-002	<p><i>Revenue Recognition</i></p> <p>Revenues from conditional contributions should be recognized when all the conditions associated with the contribution are met. The School recognized revenue from a foundation contribution in fiscal year 2024 prior to the conditions being met.</p>	Resolved

Fire inspection taking place this week, will be uploaded with final documents before
11/1/25



Certificate of Occupancy

CO Number: 220482911F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A. Borough: Bronx Address: 609 JACKSON AVENUE Building Identification Number (BIN): 2004435	Block Number: 02623	Certificate Type: Final
	Lot Number(s): 211	Effective Date: 11/09/2018
Building Type: Altered		

This building is subject to this Building Code: 2008 Code

For zoning lot metes & bounds, please see BISWeb.

B. Construction classification:	1	(Prior to 1968 Code designation)
Building Occupancy Group classification:	E	(2014/2008 Code)
Multiple Dwelling Law Classification:	None	
No. of stories:	7	Height in feet: 75
		No. of dwelling units: 0

C. Fire Protection Equipment:
Standpipe system, Fire alarm system, Sprinkler system

D. Type and number of open spaces:
None associated with this filing.

E. This Certificate is issued with the following legal limitations:
None

Borough Comments: None

Borough Commissioner

Commissioner

Certificate of Occupancy

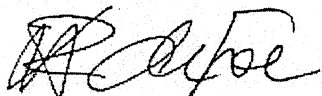
CO Number: 220482911F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL	5	OG	E		3	MECHANICAL ROOM, NEW GAS METER ROOM, SPRINKLER ROOM, WATER METER ROOM, ELECTRICAL ROOM AND STORAGE AREA.
001	001 59	120	I-4		3	DAYCARE: 48 CHILDREN UNDER 3 YEARS OLD AND 6 TEACHERS, ACCESSORY OFFICES AND RECEPTION AREA, 5 PERSONS, UTILITY ROOM.
002	002 90	120	E		3	PRESCHOOL: 83 CHILDREN UNDER 5 YEARS OLD AND 7 TEACHERS, UTILITY ROOM AND PANTRY.
003	003 185	120	E		3	FIRST GRADE-(6) AND OVER TO UNDER (7) YEARS-# OF CHILDREN: 44 # OF TEACHERS: 4 OFFICES., MEETING ROOM- 135, LOCKER ROOM AND UTILITY ROOM.
004	004 108	120	E		3	KINDGARTEN-(5) AND OVER TO UNDER (6) YEARS- # OF CHILDREN: 42 # OF TEACHERS 3. SECOND GRADE-(7) AND OVER TO UNDER (8) YEARS- # OF CHILDREN: 46 # OF TEACHERS: 2 OFFICES - # OF STAFF 3; READING ROOM 11 STUDENTS, 1 TEACHER, UTILITY ROOM.
005	005 125	120	E		3	THIRD GRADE-(8) AND OVER TO UNDER (9) YEARS-# OF CHILDREN: 58 # OF TEACHERS: 2. FOURTH GRADE-(9) AND OVER TO UNDER (10) YEARS- # OF CHILDREN: 42; # TEACHERS: 2. MUSIC ROOM- # CHILDREN: 15, # TEACHERS: UTILITY ROOM, OFFICES - # STAFF-5 AND SERVER ROOM
006	006 115	120	E		3	FIFTH GRADE - (10) AND OVER TO UNDER (11) YRS- # OF CHILDREN: 58 # OF TEACHERS; 2, SIXTYH GRADE-(121) AND OVER TO UNDER (12) YRS. - # OF CHILDREN: 46 # TEACHERS: 2, OFFICES # - 5, CONFERENCE RM - # STAFF 2, UTILITY ROOM AND SERVER ROOM.
007	007 133	120	E		3	SEVENTH GRADE-(12) AND OVER TO UNDER (13) YRS- # OF CHILDREN: 58 # OF TEACHERS; 2, EIGHTH GRADE-(13) AND OVER TO UNDER (14) YRS. - # OF CHILDREN: 44 # TEACHERS: 2, ART RMS # CHILDREN 13, # OF TEACHER 1, LIBRARY- # CHILDREN 11, # TEACHERS 1, OFFICE- # STAFF 1, LOCKER RM, SERVER RM AND UTILITY RM.

END OF SECTION



Borough Commissioner



Commissioner

NON OFFICIAL COPY

609 JACKSON HOLDINGS LLC
2447 3 AVE
BRONX, NY 10451

LOA PRINT DATE: 02/22/2018
BLDGS DEPT APPL. NO: 220488452
ACCOUNT NUMBER: 37339496
DATE OF APPROVAL: 12/19/2017
DATE OF INSPECTION: 02/15/2018
INSPECTOR NAME: M. URETSKY
FLOOR(S) INSPECTED: FLS: C,1-7,RF

PREMISES:
609 JACKSON AVE

BOROUGH:
BRONX, NY

LETTER OF APPROVAL

THIS LETTER OF APPROVAL COVERS THE SYSTEMS INDICATED BELOW. IT IS SUBJECT TO ADMINISTRATIVE REVIEW AND AUDIT.

APPROVAL OF THE SYSTEMS(S) IS GRANTED IN ACCORDANCE WITH:

SELF CERTIFICATION

INSPECTION

PROFESSIONAL CERTIFICATION
29 NYC Admin. Code. FC 104.2

NON OFFICIAL COPY

CERTIFICATE ISSUED BY FDNY

CERT.# 91287979 N
ISSUED 05/25/2021 EXPIRES 05/25/2024

NAME NIDIA EVANGELISTA
HOME 785 SAINT NICHOLAS AVE APT 2A
ADDR. NEW YORK, NY 10031-2914



NOT
FDNY
EMPLOYEE

FEE \$ 25 CAT. F07 TYPE Fitness
DESC. FIRE AND EMERGENCY DRILL CONDUCTOR

Nidia Evangelista

EMPLOYER STOREFRONT ACADEMY
WORK
LOCATION ,