



**STOREFRONT ACADEMY
CHARTER SCHOOL
HARLEM**

**2025-26 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2026

By: Carol Singletary, Chief Academic Officer

Catherine Brown, Principal

445 East 115th Street, New York, NY 10029

917-725-2378

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

The below listed Storefront Academy team members prepared this 2025-26 Accountability Progress Report on behalf of the charter school's board of trustees:

- Carol Singletary, Chief Academic Officer, Storefront Academy Charter Schools (SACS)
- Catherine Brown, 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)

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Peter Low	Board Chairman	Executive/Finance
Atta Acheampong	Vice Chairman	Governance/Academic
Johnathan Stearns	Treasurer	Finance
Richard Bayles	Trustee	Executive/Finance
Amanda Low	Trustee	Academic
Jasmine Reed	Trustee	

Carol Singletary has served as Chief Academic Officer, Storefront Academy Charter Schools, since November 2026. Prior to this she served as Principal of Storefront Academy Charter School - South Bronx from SY 2019-20. Prior to her principalship, she was the school's Assistant Principal from 2016 to 2018 and assumed the principal-in-residence position in SY 2018-19.

Catherine Brown has served as Principal of Storefront Academy Charter School Harlem since July 2026. Prior to assuming the role of Principal, she served at Storefront Academy Charter School Bronx as First Grade Team Leader from SY 2019-20 and Summer School Coordinator from SY 2022-23. Ms. Brown joined the Bronx instructional team in SY 2018-19.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

SCHOOL OVERVIEW

The mission of Storefront Academy Charter Schools is to provide children of varied academic strengths a quality education 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, Storefront instills a powerful sense of self and gives its students the tools to own the future and create meaningful adult lives. Storefront'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. SACS Harlem opened its doors August 2019 in the East Harlem community and began serving 39 children in grades Kindergarten and first grade, growing to serve 96 students in grades K-5 in SY 23-24, 105 in SY 24-25, and 96 in SY2025-26.

SACS Harlem serves a significant population of economically disadvantaged students, with nearly 95% of our students in this category. Additionally, about 30% of students have disabilities, and 12% are Multilingual Learners (MLLs). We remain committed to addressing these needs through a holistic approach.

To support the needs of the SACS learning community, we continue to implement several key initiatives, including an on-site care closet, food outreach opportunities, and ensuring that all English Language Learners (ELLs) and Special Education students receive their mandated services. Despite staffing challenges due to enrollment and other budget constraints, these measures reflect our commitment to equity and access for all our students.

In SY2025-26, the SACS board of trustees initiated plans to support the restructuring of the network's academic program with alignment on a shared vision for teaching and learning across both the Bronx and Harlem campuses led by a newly appointed Chief Academic Officer. However, weeks after the announcement of this plan, staff at both campuses faced a significant delay in payroll as they prepared for the December break. SACS Harlem lost its fifth grade teacher and experienced a particularly high staff absenteeism for the balance of the school year. These staffing challenges, combined with leadership uncertainties in Harlem, frustrated progress on the academic improvement plan for SY2025-26.

In July 2026, the former Harlem leadership team was replaced by Catherine Brown, the current school principal. Ms. Brown has more than 20 years of experience in charter school education. She is a native Harlem resident who has served the Storefront Academy Charter School network for seven years. As a teacher, grade team leader, and Summer School Coordinator, she has been a vital member of the academic turnaround team led by Ms. Singletary, her former principal, and current Chief Academic Officer. Ms. Brown's education and experience in Special Education teaching and coordination will be especially valuable in leading staff and supporting students and families in Harlem. Additionally, her doctoral thesis focuses on parent advocacy and school choice.

SACS Harlem was founded on key design elements (KDEs) that drive our academic program

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

and school culture. SACS leadership supports teaching staff in their implementation of these key design elements. Similarly, instructional staff are expected to tailor instruction, 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 Harlem, students 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. Students demonstrate content knowledge and skills through the development of their own evidence-based conclusions in all subjects. Some examples of SACS Harlem's scholar-led learning activities include reciprocal teaching using gradual release inclusive of a "group - you all do", and more comprehensive rubric assessed group research projects with a presentation and discussion utilizing "turn and talk" and other discourse protocols learned in teacher facilitated lessons.

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 uses the Yale Center for Emotional Intelligence's RULER program and Mood Meter to support the development of students' emotional intelligence. SACs also employs the Responsive Classroom Morning Meeting and Closing Circle to consistently start and end the instructional day with engaging activities to promote self-expression, reflection, goal setting, affirmation, and a deep sense of belonging to our learning community. At SACs, students also engage in a weekly counselor-led Social Emotional Learning class. As of school year 2026-27, the SACs network will adopt the use of the Devereux Student Strengths Assessment (DESSA) and the Move the World curriculum to enhance alignment of our data use to support the individual social-emotional needs and skills development of students and provide a common research based curriculum. These additions are the result of feedback from students, teachers, and families, in collaboration with our counseling team.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

KDE 3: Performing and Creative Arts (Doing and Making):

Students are most engaged when they can do and make things with their hands and voices, and experience topics through the arts. At SACS Harlem, all students engage in experiential learning and self-expression through weekly music and visual arts activities. At SACS Harlem students participate in music twice per week during the instructional day. As a result of a community partnership that began in 2024, a Harmony Program Teaching Artist leads students to collaboratively explore, create, discuss, share, and reflect upon a range of music and forms. These music classes are primarily choral-based and offer students opportunities to create jingles, raps, and melodies to support spoken word. Content and instruction are aligned to the NYS Learning Standards and the NYC Blueprints for Teaching and Learning in Music. These lessons often align with our Lavinia *RedThread Knowledge* units and deepen students' appreciation of the cultural and historical impact of the arts and ELA focus standards to support literacy learning. Additionally, several second - fifth grade students participate in Violin classes twice per week with our Harmony Program Teaching Artist as part of our after school program. Since 2024, students at SACS Harlem students explore visual arts through twice weekly classes provided on site by, Art in the Park, Inc., a local non profit organization. Students create wearable art as well as multi-media collages, murals, and three dimensional pieces while exploring a variety of techniques and their representation in world cultures.

KDE 4: High-Quality, Sustainable Partnerships:

SACS Harlem knows that strategic use of high-quality partnerships can amplify our ability to provide a dynamic academic program and school culture. The two sample partnerships below enhance students' learning at the school.

- The Boys Club of New York: Since 2024, fifteen to eighteen SACS Harlem students in grades 2-5 have participated in afterschool programs at the nearby Boys Clubhouse. The Boys Club transports students to the Clubhouse each day to access gyms, a swimming pool, recreation rooms, media, art, and photography studios, with related classes, coaching, and mentoring. Students also receive tutoring and homework help.
- The Harmony Program: SACS partnership with The Harmony Program began in SY24-25 as an opportunity for students to explore violin and percussion lessons during after school enrichment. Since then, the partnership, SACS expanded programming to

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

include weekly general music and choral instruction as part of the instructional day while continuing violin instruction in afterschool. Students share their learning at mid-year and end-of year recitals as well as community service projects with local pre-k programs and senior centers.

- Art in the Park, Inc.: Art in the Park has been a collaborative partner since 2024. Its founder, Shawnique Woolfalk, has embraced the SACs Harlem students and their families. Beyond the twice weekly interactive art classes in which all students explore multiple art forms and cultural histories, Art in the Park invites families to participate in STEAM projects throughout Harlem. The positive impact of the Art in the Park partnership in Harlem, has led to the inclusion of its experiential arts activities in the afterschool programs at both SACs schools for SY 26-27.
- Harlem School of The Arts: Harlem School of the Arts is a community-centered program with a 50 year history of empowering youth, more than 85% of whom are African American or Latino, to find and use their voices through arts exploration. In SY 22-23, SACS Harlem was able to expand this partnership by offering a weekly dance program for our students in Grades 2-4 for the enrichment block.
- Costco Reading Buddies: Costco's Volunteer Reading Program, launched over 20 years ago, engages more than 2,600 employee volunteers across the U.S., Canada, and Australia, with over 70% of eligible locations participating. Employees dedicate 30 to 60 minutes each week for 10 to 15 weeks to tutor children who are below grade level in schools, community centers, and after-school programs. Costco provides the necessary materials, allowing employees to make a meaningful impact by helping thousands of students improve their reading skills each year.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Un-graded	Total
2023-24	17	17	16	16	18	12					96
2024-25	17	22	16	22	14	14					105
2025-26	15	18	17	11	15	15					91

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

GOAL 1: ENGLISH LANGUAGE ARTS

SACS Bronx students will be proficient readers, writers, and speakers of the English language.

BACKGROUND

Curriculum

In SY2025-26, both SACS Harlem and the Bronx implemented the rigorous Lavinia's [RedThread Literacy Program in Grades 3-5](#). The schools successfully launched both components of the RedThread Literacy curriculum in Grades K-2 in SY2024-25 as measured by improvements on the Spring 2025 NWEA growth and achievement among K-2 students. SACS implemented Lavinia's [RedThread Foundations](#) curricula to improve our foundational reading skill development and provide access to correlated knowledge building multi-cultural decodable text in lower grades and close reading in upper grades. However, systematic phonics, morphology, and vocabulary skill building was new for upper elementary teachers and students. SACS Harlem also continued to use Edmentum Exact Path during designated intervention blocks and for at-home skills practice using the NWEA aligned individual student learning paths.

Instruction

SACS Harlem's instructional approach emphasizes the **5 E's of Learning** (Engage, Explore, Explain, Extend, Evaluate) by beginning lessons with animated, real-world problems that capture students' interest. Teachers guide and model learning through a gradual release approach, incorporating "Do Nows," checks for understanding, and quick observations to determine when students are ready to transition to independent work. During independent or small-group practice, teachers provide targeted coaching aligned to specific learning goals and proactively address anticipated misconceptions. Student engagement is further strengthened through Turn and Talks, Jots, structured discourse, and group presentations, amplifying student voices and fostering active participation throughout the learning process.

Assessment

SACS Harlem administers the NWEA MAP assessment at the beginning, middle, and end of the year. For grades 3-5, data sources include Independent Text and Close Reading Constructed Response student work studies, Dress Rehearsals (which incorporate released state test questions), curriculum end-of-unit tests and projects, and Edmentum Exact Path Skills Mastery reports. For grades K-2, focus is on foundational skills through dictation checks, language quizzes, curriculum end-of-unit assessments, RedThread weekly quizzes, and progress monitoring. All of these data sources are analyzed to plan strategic small-group instruction that targets students' specific learning needs.

Professional Development

SACS Harlem teachers participate in a summer institute every August. In SY 2025-26, Grades 3-5 teachers as well as the new 1st and 2nd grade teachers received training in implementation of Lavinia's RedThread Foundations and Knowledge. SACS partnership with the Lavinia Group included ongoing

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

strategy and content-based workshops and monthly visits from a Senior Instructional Consultant with opportunities for leader observations, coaching, data analyses, planning, and provision of targeted resources.

Harlem's instructional leaders hold weekly meetings with teachers to review student work, identify trends, and set teaching goals and strategies. They also conduct biweekly Harlem Huddles to discuss key topics, monthly data dives, and address school wide initiatives, curriculum development, culture, scholar engagement, and mental health/wellness. Teachers also attend workshops at the Collaborative for Inclusive Education and receive stipends for independent workshops to maintain their teaching credentials.

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.

2025-26 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Total Enrolled	Percent Tested
3	10	11	91%
4	12	13	92%
5	13	15	87%
All	35	39	90%

Performance on 2025-26 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	10	3	30%	10	3	30%
4	12	4	33%	12	4	33%
5	13	5	38%	11	4	36%
All	35	12	34%	33	11	33%

ELA Measure 2 - Absolute

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.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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 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 2025-26 English language arts MIP for all students of **126.5**. 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 2025-26 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
35	20%	43%	28%	6%

$$PI = (0 * [20\%]_{\text{Level 1}} + 1 * [43\%]_{\text{Level 2}} + 2 * [28\%]_{\text{Level 3}} + 2.5 * [6\%]_{\text{Level 4}}) * 100 = 114$$

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

2025-26 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

² You can find the statewide MIP goals for 2022-23 to 2028-29 [here](#). Note: 2023-24 and 2022-23 MIP goals were retroactively updated and increased in the new guidance before the 2025-26 school year.

³ Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. Schools can access these data at data.nysed.gov.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	10	30%	554	37%
4	12	33%	540	44%
5	11	36%	615	41%
All	33	33%	1709	43%

ELA Measure 4 - Comparative

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

METHOD

Given the timing of the state's release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2025-26 results.⁴

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.

2024-25 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	100%	440.0	444.0	-0.38
4	92.3%	446.0	445.9	0.01
5	100%	445.0	443.9	0.10
All	97.6%	443.4	444.6	-0.11

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.

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

METHOD

Given the timing of the state's release of Growth Model data, the 2025-26 analysis is not yet available. This report contains 2024-25 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 2024-25 and also have a state exam score from 2023-24 including students who were retained in the same grade. Students with the same 2023-24 score are ranked by their 2024-25 score 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.

2024-25 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	47.3	50.0
5	60	50.0
All	54.1	50.0

ELA INTERNAL EXAM RESULTS

During SY2025-26 SACS Harlem even more systematically evaluated scholar achievement and growth in ELA using the NWEA MAP assessment administered in the fall, winter, and spring. The school's approach emphasized both proficiency and growth, ensuring that all students, including those with disabilities and students enrolled for two or more years, met or came close to meeting rigorous academic targets. The school did not meet the Absolute RIT Score Proficiency Measure 4 of 75% proficiency. However, the school met Comparative Growth Measures 1, 2, and 3 to meet three out of four benchmarks.

ELA NWEA MAP Growth Measure 1 Comparative - All Students : (Met at 61 vs 50) On the other hand, Median Growth Percentile outcomes were strong for 3rd grade at the 70th percentile and 5th grade in the 60th percentile, surpassing the school's median growth goal of 50%. However, 4th grade missed the growth target by 2% with a median growth percentile of 48%. The school met the Measure 1 benchmark with a median growth percentile of 61.

Data analysis also guides instructional planning: targeted small-group instruction, progress monitoring, and differentiated interventions ensure students maintain steady growth.

ELA NWEA MAP Growth Measure 2 Comparative - Low Initial Achievers: (Met 67 vs 55) SACS Harlem exceeded this target by 12 with a median growth percentile of 67.

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

ELA NWEA MAP Growth Measure 3 Comparative - Students with Disabilities: (Met at 64 vs 61) For students with disabilities, the school monitors progress closely to ensure equitable outcomes relative to their peers. With a median growth percentile of 64 for students with disabilities, the school exceeded the Measure 3 target of 61 by 3 percentiles

In SY2025-26, 82% of third graders, 73% of fifth graders, and 53% of fourth graders met their NWEA MAP Growth projections., demonstrating the effectiveness of data guided instruction and a commitment to continuous improvement.

ELA NWEA MAP Growth Measure 4 Absolute: (Not met at 42% vs 75%) Despite strong growth, SACS Harlem did not meet the absolute proficiency target of 75% for measure 4. More specifically, just 42% of students in grades 3-5 enrolled in at least their second year achieved Spring NWEA RIT proficiency. By grade, 3rd grade had 45% proficiency, 4th grade had 27% proficiency, and 5th grade 53%. The 3rd grade proficiency rate was 5% higher for the grade level than the previous year. The fifth grade proficiency level was nearly the same for that grade in Spring 2025 despite the teacher's decision not to complete the school year. The fourth grade teacher was new to the school last year and struggled with classroom management and the expectations of intellectual preparation despite coaching offered by the Dean of Teaching and Learning, the Lavinia Partner, and the former Principal.

During 2025-26, 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**

2025-26 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	42	61	Met
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students 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	27	67	Met

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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	61	15	64	Met
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%	39	42%	Not Met

End of Year Performance on 2025-26 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	
	Number Tested	Percent Proficient ⁸	Number Tested	Percent Proficient
3	11	45%	11	45%
4	15	27%	15	27%
5	15	53%	13	54%
All	41	42%	39	42%

End of Year Growth on 2025-26 NWEA MAP [ELA] Assessment By All Students

Grades	Number Tested	Median Growth Percentile
3	11	70
4	15	48

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/uploads/NY-MAP-Growth-Linking-Study-Report_FOG_2025_adjusted.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 19-30, tables 3.10 and 3.11.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

5	15	61
All	41	60

SUMMARY OF THE ELA GOAL

SACS Harlem met only 1 out of 5 measures for New York State annual exams. The one measure met was that of student growth at 47.3 for fourth graders and 60 for fifth graders for an overall growth score of 54.1. Testing conditions likely prevented students from putting forth their best efforts on the ELA exam because the HVAC system was not working on the days of the assessment.

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.	Not Met 33% vs 75%
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.	Not Met 114 vs 126.5
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.	Not Met 33% vs 43%
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.	Not Met 0.11 vs 0.3
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.	Met 54.1 vs 50
TOTAL	Of the required measures, the school met:	1/5

EVALUATION OF ELA GOAL

NYS Exam ELA Measure 1 - Absolute: (Not met at 33% vs 75%) The school did not meet absolute measure 1. By grade level outcomes, thirty-six percent (36%) of returning fifth graders demonstrated proficiency on the New York State exam. Similarly thirty-three percent (33%) of fourth graders, and thirty percent (30%) of third graders were proficient.

NYS Exam ELA Measure 2 - Absolute: (Not met at 114 vs 126.5) SACS Harlem's performance index was 114, falling 11.5 points below the target of 126.5.

NYS Exam ELA Measure 3 - Comparative: (Not met at 33% vs 43%) SACS Harlem's thirty-three percent (33%) proficiency rate fell below the District proficiency rate by ten percent (10%)

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

NYS Exam ELA Measure 4 - Comparative: (Not met at 0.11 vs 0.3) SACS Harlem missed the target of 0.3 for the mean scale score with an effect size of -0.11. The one grade that surpassed predicted mean scale score was 5th Grade at 445 vs 443.9 for an effect size of 1.10. Fifth grade also had 100% of students in the economically disadvantaged category. Fourth grade came closest to meeting the predicted mean scale score at 445 vs 445.9 (effect size 0.01) and 92.3% of students considered economically disadvantaged. Third graders with 100% of students categorized as economically disadvantaged fell 4 points short of the predicted mean scale score at 440 vs 444 (effect size -0.38)

NYS Exam ELA Measure 5 - Growth: (Met at 54.1 vs 50) SACS) Harlem exceeded the growth benchmark by 4.1 points with overall student growth of 54.1. More specifically, student growth was 47.3 for fourth graders and 60 for fifth graders

ADDITIONAL CONTEXT AND EVIDENCE

During the New York State ELA exam, students did not have an optimal testing environment in which to put forth their best efforts and earn the highest scores possible. The HVAC system went out and was not back in working order until after testing was complete. Additionally, student learning was impacted by the fifth grade teacher's decision to leave following the late payroll incident in December and related concerns about the school's financial stability. The school's attempts to hire a fifth grade teacher for the balance of the year were unsuccessful. As a result, the designated SETTS Teacher, a veteran Special Education teacher with three years at the school and more than twenty with the board of education had to step in to lead the fifth graders as they prepared for the ELA State exams. This made the SETTTs teacher less available to support fourth grade which had the largest number of students with IEPs. Another factor that may have affected student outcomes was increased teacher absences during the second half of the school year. The former school leadership's expressed distrust in the board of trustees' commitment to improving the viability of the Harlem campus may have also impacted school culture and learning.

Grade	Number of Vacancies	Period of Vacancy	How Team Member was Replaced
Grade 5	1 Teacher	February - June	The school's SETTS teacher filled in

ELA ACTION PLAN

SACS Harlem is in a unique position as we enter SY2025-26. In late July, the Board of Trustees appointed Catherine Brown, the new school principal. Ms. Brown was chosen for her effective contributions to the academic turnaround of the SACS Bronx campus under the leadership of its former principal Carol Singletary. Over her seven years at the Bronx campus, Ms. Brown was a first grade teacher and Grade Team Leader and also served as the Summer School Coordinator for four years. Ms. Brown led her Team in consistent student work study, progress monitoring, and intentional Intellectual Prep to meet end of year NWEA MAP Goals for both growth and achievement. With more than twenty years of experience and a background in Special Education, she also guided her team in differentiating lessons to meet the needs of all students. Also, during Ms. Brown's coordination of Summer Boost, Bronx students made notable progress in both Literacy and Math each year - and teachers reported that they felt supported in their work.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

SACS Harlem also has a new instructional team and student body. The school's former instructional team and families based upon unofficial communications within the school and surrounding neighborhood that the Harlem campus would not reopen for SY2026-27.

In light of this turnover in the instructional team, strategic factors for the academic action plan across core subjects includes implementation of a cross campus Professional Learning Community to supplement as well as expand upon professional development related both our curricula and our student centered teaching and learning practices. For many years, former SACS Harlem teachers have expressed interest in having opportunities to collaborate with peers on their grade level. This of course is not available within the Harlem campus as it has only one class per grade. However, with the support of the Chief Academic Officer, the Principals of both the Harlem and the Bronx campuses are committed to promoting cross campus collaboration, intellectual preparation, and data guided responsive planning. The master schedules for both schools provide time for teachers to work together informally as well as during designated Intellectual Preparation, data summits, second Wednesday afternoon professional development, and monthly Lavinia RedThread coaching sessions.

The Dean will be onsite in Harlem two days a week to model, coach, co-teach, and plan with teachers. SACS Harlem teachers will also have peer support from the Grade Team Leaders at the Bronx campus, all of whom have used the Literacy - and Math - curricula with strong student outcomes. Additionally, the new Harlem Principal is adept in the RedThread curricula and use of ongoing progress monitoring to ensure timely adjustments to instruction where needed to optimize learning. She has also helped other teachers to improve in their practice of analyzing data and student work to identify learning trends.

Since the overwhelming majority of students are new to SACS Harlem, we will rely more heavily on the beginning of the year NWEA MAP and RedThread assessments as our baseline to identify where students are and plan to address skill gaps via small group interventions as well as differentiation of whole group instruction. We will be mindful to extend student learning based on prior knowledge and skill mastery. SACS Dean of Teaching and Learning will be instrumental in providing teachers with 1:1 coaching and feedback in implementing RedThread with fidelity.

Both schools have intervention periods. To further align instruction across campuses, SACS Harlem will join the Bronx campus in utilizing IXL Learning platform. Students will build and practice skills using the NWEA MAP correlated individualized learning plans, and also complete targeted skills activities assigned by teachers for independent practice. Student conferencing, goal setting, and personalized progress monitoring will go hand in hand with intervention and enrichment plans. We find that student goal setting and progress monitoring helps students to more fully engage in the learning process - and become more self-directed learners.

The above outlined teacher development and student learning practices are central to the improvements in student outcomes at SACS Bronx while nurturing a genuine joy for learning.

GOAL 2: MATHEMATICS

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

SACS Bronx students will demonstrate understanding and application of mathematical computation and problem solving.

BACKGROUND

Curriculum

SACS Harlem utilizes [enVision](#) Math curriculum, which incorporates problem-based learning to encourage critical thinking, real-world problem evaluation, and peer collaboration. The curriculum is supported by on-demand professional development and supplemental resources for students with disabilities, diverse learning styles, and ELLs. The digital component of enVision Math is especially beneficial for providing visual support during instruction. Additionally, the curriculum offers guidance for teachers in prompting, questioning, and extending learning to enhance rigor. Teachers use enVision Math to scaffold lessons and support students through productive struggle, making their thinking visible and facilitating independent learning. In SY23-24, SACS Harlem also adopted SAVVAS Success Maker, an adaptive learning system that delivers a personalized learning experience, adjusting in real time to meet each student's individual needs.

Instruction

In SY2025-26 SACS Harlem continued to integrated the 5 E's of Learning (engage, explore, explain, extend, evaluate). Teachers initiate lessons with engaging and interactive resources to introduce new math topics, vocabulary, and strategies. They model concepts and provide guided practice through a gradual release approach. To assess progress, teachers use "Do Nows," checks for understanding, and quick observations to determine when to transition students to independent practice. During independent or small group work, teachers provide targeted coaching based on specific learning goals and anticipated misconceptions. students are encouraged to articulate **their** problem-solving process through Turn and Talks, discourse, and class participation, thereby amplifying their voices and reinforcing their understanding.

Assessment

SACS Harlem administers the NWEA MAP assessments at the beginning, middle, and end of the academic year, as well as enVision Math grade-level readiness tests at the start and end of the year. Additionally, enVision Math Topic Tests and Benchmark Assessments are conducted throughout the year. To inform strategic small group instruction, we incorporate data from Success Maker, First in Math, and Edmentum's Exact Path Skills Mastery reports

Professional Development

All teachers participate in a summer institute for professional development each August. In SY2025-26 and 2024-25 teachers engaged in the enVision workshop. Teachers also convene for weekly intellectual prep sessions to review current lessons, address misconceptions, and discuss students' progress, both excelling and struggling. These meetings include analyzing scholar work to identify trends, check for

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

understanding, monitor progress, and inform instructional decisions. Our partnership with Savvas provides ongoing content-based workshops, enhancing our instructional practices. Instructional leaders at Harlem committed to leveraging weekly Intellectual Preparation Meetings, biweekly Harlem Huddles, and monthly data dives to support content development, schoolwide initiatives, and curriculum enhancement, with a focus on enVision content-specific professional development.

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.

METHOD

2025-26 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Total Enrolled	Percent Tested
3	10	11	91%
4	12	13	92%
5	13	15	87%
All	35	39	90%

Performance on 2025-26 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	10	4	40%	10	10	40%
4	12	7	58%	12	12	58%
5	13	7	54%	11	13	45%
All	35	18	51%	33	35	48%

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.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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 2025-26 mathematics MIP for all students of **130.4**. 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 2025-26 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	11%	37%	43%	8%

$$PI = (0 * [11\%]_{\text{Level 1}} + 1 * [37\%]_{\text{Level 2}} + 2 * [43\%]_{\text{Level 3}} + 2.5 * [8\%]_{\text{Level 4}}) * 100 = 143$$

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.⁹

2025-26 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

⁹Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	10	40%	557	48%
4	12	58%	543	48%
5	11	45%	612	49%
All	33	48%	1712	46%

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

Given the timing of the state's release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2024-25 results.¹⁰

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.

2024-25 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	100%	433.0	448.0	-0.99
4	92.3%	447.0	449.7	-0.17
5	100%	445.0	444.1	0.06
All	97.6%	441.1	447.3	-0.41

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.

¹⁰ These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

METHOD

Given the timing of the state's release of Growth Model data, the 2025-26 analysis is not yet available. This report contains 2024-25 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 2024-25 and also have a state exam score in 2023-24 including students who were retained in the same grade. Students with the same 2023-24 scores are ranked by their 2024-25 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.

2024-25 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	45.4	50.0
5	69.7	50.0
All	58.0	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2025-26, 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

SACS Harlem systematically evaluated scholar achievement and growth using NWEA MAP assessments, administered at the beginning, middle, and end of the year. Student growth was measured as the difference between beginning-of-year and end-of-year RIT scores, with the school setting clear expectations: students whose fall scores did not meet proficiency were expected to achieve a growth median of least 55 by the spring administration, and students with disabilities were expected to demonstrate growth equal to or greater than the median of their general education peers.

SACS Harlem succeeded in meeting 3 of the 4 NWEA MAP measures for the Mathematics Goal. The school exceeded targets for Comparative Growth measures 1,2,3, but did not meet the Absolute RIT Proficiency benchmark. Nevertheless, the school showed a 5% improvement in the RIT Proficiency rate over SY24-25 with a 58% proficiency rate for SY2025-26.

Math NWEA MAP Growth Measure 1 Comparative - All Students : (Met at 58 vs 50) MAP results indicate that the median growth percentile for grades 3–5 exceeded the 50th percentile target for Measure 1 at the 58th percentile for all students in at least their second year at the school. The median

¹¹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

growth percentile for 3rd grade was 55%, for 4th grade it was 60%, and for 5th grade it was 60% . Compared with SY 24-25, the growth median for grades 3-5 was 7% higher. For SY2025-26, third grade was 14% higher, fourth grade was 5% higher, and Fifth grade was 3% higher.

Math NWEA MAP Growth Measure 2 Comparative - Low Initial Achievers: (Met 68 vs 55) SACS Harlem exceeded this target by 13 with a median growth percentile of 68.

Math NWEA MAP Growth Measure 3 Comparative - Students with Disabilities: (Met at 62 vs 59) For students with disabilities, the school monitors progress closely to ensure equitable outcomes relative to their peers. With a median growth percentile of 62 for students with disabilities, the school exceeded the Measure 3 target of 59 by 3 percentiles.

Additionally, in SY2025-26, 91% of fourth graders, 88% of third graders, and 73% of fifth graders met their NWEA MAP Growth projections., demonstrating the effectiveness of data guided instruction and a commitment to continuous improvement.

Math NWEA MAP Growth Measure 4 Absolute: (Not met at 58% vs 75%) Despite strong growth, SACS Harlem did not meet the absolute proficiency target of 75% for measure 4. However, the 58% proficiency rate for SY2025-26 represents a 5% increase in student outcomes over SY24-25. The 4th and 5th grades earned 60% proficiency rates and 3rd grade earned a 55% proficiency rate.

Measure	Subgroup	Target	Tested	Results	Outcomes
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	41	59	Met
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	26	68	Met

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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	66	15	62	Met
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%	36	58%	Not Met

End of Year Performance on 2025-26 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	
	Number Tested	Percent Proficient ¹⁴	Number Tested	Percent Proficient
3	11	54%	11	55%
4	15	60%	15	60%
5	15	47%	10	60%
All	41	54%	36	58%

End of Year Growth on 2025-26 NWEA MAP [Mathematics] Assessment By All Students

Grades	Number Tested	Median Growth Percentile
3	11	61
4	15	59
5	15	50

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/uploads/NY-MAP-Growth-Linking-Study-Report_EOG_2025_adjusted.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 19-30, tables 3.10 and 3.11.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

All	41	56
-----	----	----

SUMMARY OF THE MATHEMATICS GOAL

SACS Harlem met 3 out of 5 measures of the mathematics goal for the New York State exam. More specifically, the school met Absolute Measure 2 with a PI of 143 compared with the 130.4 target.. The school also met Comparative Measure 3 by out performing the district at 48% vs 46% proficiency. Lastly, the school met the Growth Measure with a mean growth percentile of 58 compared to the target of 50. With a 48% proficiency rate for students enrolled in at least their second year, the school did not meet Absolute Measure 1. Likewise, with an effect size of 0.11, the school did not exceed its predicted level of performance by an effect size of 0.3 or above.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met 48% vs 75%
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.	Met 143 vs 130.4
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.	Met 48% vs 46%
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.	Not Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Met 58 vs 50
TOTAL	Of the required measures, the school met:	3 / 5

EVALUATION OF THE MATHEMATICS GOAL

NYS Exam Math Measure 1 - Absolute: (Not met at 48% vs 75%) The school did not meet absolute measure 1. The overall proficiency rate for SACS Harlem was forty-eight percent (48%) for all students in at least their second year at the school. By grade level outcomes, fifty-eight percent (58%) of fourth graders, forty-five percent (45%) of fifth graders, and forty percent (40%) of third graders demonstrated proficiency on the New York State exam.

Though the school did not meet the absolute target, student outcomes improved six percent (6%) over SY 24-25.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

NYS Exam Math Measure 2 - Absolute: (Met at 143 vs 130.4) SACS Harlem's performance index was 143, exceeding the target of 130.4 by 12.6.

NYS Exam Math Measure 3 - Comparative: (Met at 48% vs 46%) SACS Harlem's forty-eight percent (48%) proficiency rate outpaced the District proficiency rate of forty-six percent (46%) by two percent (2%).

NYS Exam Math Measure 4 - Comparative: (Not met at 0.11 vs 0.3) SACS Harlem missed the target of 0.3 for the mean scale score with an effect size of -0.41. This is an improvement of 0.07 over last year's effect size of -0.48. Fifth grade was the only grade that surpassed predicted mean scale score was 5th Grade at 445 vs 444.1 for an effect size of 0.06. Fifth grade also had 100% of students in the economically disadvantaged category. Fourth grade came closest to meeting the predicted mean scale score at 447 vs 449.7 (effect size 0.17) and 92.3% of students considered economically disadvantaged. Third graders with 100% of students categorized as economically disadvantaged fell the furthest short of the predicted mean scale score at 433 vs 448 (effect size -0.99)

NYS Exam Math Measure 5 - Growth: (Met at 58 vs 50) SACS Harlem exceeded the growth benchmark by 8 points with overall student growth of 58. This is an improvement of 5 points over SY24-25. Fifth grade again made the larger contribution to this outcome with a growth measure of 69.7. Fourth graders also showed growth of 49.4.

ADDITIONAL CONTEXT AND EVIDENCE

Harlem's improved outcomes on the New York State Math exam was greatly supported by the former Assistant Principal, Ms. Fisher who provided tutoring and co-taught math in the weeks leading up to the State exam. Following the dip in math scores in SY2024, she was particularly motivated to coach and support teachers and students towards improved outcomes despite the loss of the fifth grade teacher and the uptick in teacher absences in the second half of the year as detailed above under the ELA Goal on page 15.

MATHEMATICS ACTION PLAN

In view of the recent transition in school leadership, staff, and students at SAC Harlem for SY2026-27, the NWEA MAP and the Savvas enVision math beginning of the year assessment will be used to identify the math knowledge and skills set of our students. In addition, the instructional leadership team will study the instructional report for the Spring 2026 NYS Math exam for both Harlem and the Bronx to consider which learning standards prior students did and did not master. We use these data points to determine any modifications to our scope and sequence of instruction.

Strategic interventions will include daily intervention periods to support small-group instruction for scholars who are below proficiency and targeted differentiation for multilingual learners and scholars with disabilities. To further align instruction across campuses, SACS Harlem will join the Bronx campus in utilizing IXL Learning platform. Students will practice math skills using the NWEA MAP correlated individualized learning plans, and also complete targeted skills activities assigned by teachers for independent practice. Based upon each students' NWEA MAP beginning and middle of the year exams IXL's individualized learning plan will help ensure that we extend learning as well as attend to skill gaps. Student conferencing, goal setting, and personalized progress monitoring will go hand in hand with

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

intervention and enrichment plans.

SACS Harlem will also begin to study student work on Lavinia Math Story problem revisions and enVision Math exit tickets and unit tests to guide instruction, monitor growth, and adjust interventions. We have found that consistent application of these practices ensure that all students receive the support necessary to accelerate learning, close achievement gaps, and increase proficiency on both State and internal measures.

As detailed under the ELA Action Plan on pages 15-16, SACS Instructional Leadership Team will support Harlem teachers in implementing the math curricula, and analyzing student work and data to plan and facilitate responsive instruction for transferable student learning

GOAL 3: SCIENCE

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

BACKGROUND

Curriculum

Based on the results of both the New York State 5th Grade Science exam and the NWEA MAP Science assessments for grades 3-5, the former school leadership team conducted a comprehensive, side-by-side curriculum comparison over the summer and selected the Experience Science curriculum by Savvas to strengthen science instruction across grades. This curriculum is fully aligned with the 5E instructional model (Engage, Explore, Explain, Extend, Evaluate) and the Next Generation Science Standards (NGSS), ensuring that students engage in hands-on, inquiry-driven learning that builds both conceptual understanding and practical skills.

To support effective implementation, teachers received content-specific professional development, including scripted lessons and guidance designed for Harlem's predominantly new staff, with embedded differentiation strategies to support multilingual learners (MLLs) and students with disabilities.. Each classroom will also have experiment kits to reinforce hands-on learning aligned to the curriculum.

For SY 2025-26, the school leaders revised the master schedule to ensure that 4th and 5th grade students receive science instruction five days a week, increasing exposure and consistency. Additionally, the school leaders brought in a curriculum consultant to work with teachers monthly to provide coaching, model lessons, and ensure fidelity of implementation. These structured supports were designed to deepen science exploration, promote engagement, and accelerate student growth.

Instruction

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

SACS Harlem implements an inquiry-driven instructional approach grounded in the 5E model—Engage, Explore, Explain, Extend, Evaluate—across all content areas. Lessons begin with real-world problems that capture scholar interest, followed by guided practice, independent work, and small-group support. Teachers use frequent checks for understanding and targeted questioning to adjust instruction in real time. Differentiation is embedded to support multilingual learners, students with disabilities, and other subpopulations, ensuring equitable access to rigorous content. Instruction is supported by curriculum-aligned professional development, scripted lessons for new staff, and monthly consultant coaching. students engage in hands-on activities, collaborative problem-solving, discourse, and performance tasks, providing multiple opportunities to practice, apply, and deepen understanding. This structured, data-informed approach ensures all students have the skills and support to achieve growth, proficiency, and success across content areas.

Assessments

SACS Harlem uses a comprehensive system of assessments to monitor scholar learning and growth in science. students complete hands-on experiments, portfolio entries, and unit assessments aligned to the Experience Science curriculum, the 5E instructional model, and NGSS standards, providing immediate practice and opportunities to demonstrate understanding. Assessment data are used to inform small-group instruction, targeted interventions, and differentiation for multilingual learners and students with disabilities. Teachers review results during weekly planning and consultant-led coaching sessions to adjust instruction and ensure all students meet proficiency and growth goals. This structured, data-informed approach ensures rigorous and responsive science instruction for every learner.

Professional Development

SACS Harlem provided targeted professional development to support implementation of the Experience Science curriculum, aligned to the 5E model and NGSS standards. Teachers participated in an initial half-day deep dive during the Summer Institute to explore curriculum structure, lesson design, hands-on experiments, differentiation strategies, and use of student portfolios for assessment. Professional development continued monthly with consultant-led sessions, offering coaching, model lessons, and guidance to ensure fidelity of implementation. These ongoing, structured professional learning opportunities equip teachers to deliver engaging, inquiry-driven science instruction that promotes scholar mastery, critical thinking, and sustained academic growth.

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.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2026. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2025-26 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	5	3	60%
All	5	3	60%

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 compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.¹⁵

2025-26 State Science Exam
Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	5	3	60%	593	223	38%
All	5	3	60%	593	223	38%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

SACS Harlem's students met 1 or 2 Measures of the Science Goal per the New York State fifth grade exam. The school's returning fifth graders earned 60% proficiency compared with the district's 38% proficiency rate. On the other hand, the school did not meet the absolute proficiency target of 75%.

Type	Measure	Outcome
------	---------	---------

¹⁵ Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. District results can be found at data.nysed.gov.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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.	Not Met 60% vs 75%
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.	Met 60% vs 38%
TOTAL	Of the required measures, the school met:	1/2

EVALUATION OF THE SCIENCE GOAL

During SY2025-26, SACS Harlem evaluated its science goal using Experience Science Unit Tests, the NWEA MAP, and a Dress Rehearsal exam constructed of released NYS Science Exam questions. The target was for 75% of students enrolled for two or more years to achieve proficiency; however, 60% of students scored proficient. Despite missing the absolute target by 15%, the school experienced a 45% increase in proficiency. This significant improvement validated the school's adoption of the Experience Science curriculum by Savvas, aligned to the 5E model and NGSS standards, and supported teachers with a Summer Institute deep dive, monthly consultant-led PD, scripted lessons, differentiation for multilingual learners and students with disabilities, and scholar portfolios with hands-on experiments. The master schedule was adjusted to provide time for daily science instruction in 4th and 5th grades. These targeted interventions, combined with ongoing data analysis, accelerated learning to improve student outcomes.

ADDITIONAL CONTEXT AND EVIDENCE

SACS Harlem's Spring 2026 NYS Science Exam results reflect the opportunities within our current instructional framework. The school has implemented the Experience Science curriculum by Savvas, which provides scripted lessons for our predominantly new staff, embedded differentiation for multilingual learners and students with disabilities, experiment kits, and scholar portfolios that allow immediate application and demonstration of understanding. Instructional time was increased to ensure consistent exposure and practice. Teachers received an initial Summer Institute deep dive and will continue to participate in monthly consultant-led professional development, enabling them to deliver the curriculum with fidelity.

SCIENCE ACTION PLAN

In light of the change in school leadership, staff, and students at SAC Harlem for SY2026-27, the NWEA MAP and the Savvas Experience Science beginning of the year assessment will be used to identify the science knowledge and skills set of our students. In addition, the instructional leadership team will study the instructional report for the Spring 2026 NYS Science exam to see what learning standards prior students did and did not master with the Experience Science scope and sequence.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Strategic interventions will include science instruction three - four days per week in grades 3-5 small-group instruction for scholars who are below proficiency and targeted differentiation for multilingual learners and scholars with disabilities. All students will practice using close reading skills to make sense of science based readings as well as charts, tables, and diagrams. Students will also receive feedback on their written responses to these varied science based materials. Assessment data from both NYS exams and NWEA MAP are used to guide instruction, monitor growth, and adjust interventions. These measures will ensure that all students receive the support necessary to accelerate learning, close achievement gaps, and increase proficiency on both State and internal measures.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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 Every Student Succeeds Act (“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](#).

Schools can find their 2025-26 Preliminary Accountability Status in the [Information and Reporting Services Portal \(IRSP\)](#), in the download titled “2025-26 Preliminary Accountability Determinations ROS”. All schools, including schools in their first year of operating, should have a 2025-26 Preliminary Accountability Status by the time this report is being compiled.

Accountability Status by Year

Year	Status
2023-24	Good Standing
2024-25	Good Standing
2025-26	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

SACS recognizes the academic performance challenges that have contributed to Harlem’s accountability status and is committed to addressing them with urgency and sustained focus. At the same time, the 2026–27 school year represents a meaningful change in the conditions supporting Harlem’s improvement. The campus now has Catherine Brown as Principal, direct support and oversight from the Chief Academic Officer, and a dedicated Dean of Teaching and Learning to create a stronger instructional leadership structure and clear accountability for improving teaching and student outcomes.

The most compelling element of SACS’s improvement strategy is the opportunity to leverage practices that are producing strong results in the Bronx and intentionally adapt them to Harlem. The Bronx has

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

demonstrated that SACS has the capacity to improve student achievement through strong instructional leadership, aligned curriculum, targeted intervention, professional learning, and disciplined use of assessment data. Over the past two years, the Bronx has outperformed the District, City, and State in Math and Reading for nearly every grade. Most notably in SY2025-26, SACS Bronx achieved 75% proficiency in ELA and 76% in mathematics, while 88% of students met or exceeded projected growth in both subjects.

Harlem's improvement plan will build on these demonstrated strengths while responding to its specific needs. The two campuses will move toward greater alignment in instructional expectations, curriculum implementation, differentiated professional learning, student goal setting, assessment, and progress monitoring. Effective Bronx practices will be studied, adapted, and implemented in Harlem rather than simply replicated. The network's 2026–27 plan explicitly calls for establishing shared academic, data, SEL, and professional learning expectations and documenting practices that have contributed to improved Bronx outcomes.

The strengthened leadership structure will ensure that this work translates into classroom practice. Principal Brown, supported by the CAO and Dean of Teaching and Learning, will establish clear instructional priorities, provide differentiated teacher support, monitor implementation through classroom observations and student work, and use assessment data to set measurable goals and adjust instruction. Network leadership will monitor progress through a consistent Data Analysis - Plan - Action process, including examination of student work and achievement, evidence of intentional intellectual preparation and teaching practices, identified learning trends, and specific follow-up actions.

SACS is therefore asking SUNY to consider Harlem not only in light of its historical performance, but also in light of the substantially strengthened capacity now in place to produce improvement. Renewal would provide the stability and opportunity necessary for the school to implement this strategy with fidelity, demonstrate measurable progress, and benefit from the instructional knowledge and practices already producing positive results within the SACS network.

SACS believes Harlem has a credible pathway to improvement and that, with Principal Brown, CAO oversight, dedicated teaching and learning leadership, and intentional alignment with the Bronx's demonstrated strengths, the school merits the opportunity to continue that work through renewal.