



**STOREFRONT ACADEMY
CHARTER SCHOOL
SOUTH BRONX**

**2025-26 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2026

By: Carol Singletary, Chief Academic Officer
Yoselyn Fernandez, Principal

609 Jackson Avenue, Bronx, NY 10455

646-758-7201

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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)
- Yoselyn Fernandez, 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	
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Jasmine Reed	Trustee	Academic

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.

Yoselyn Fernandez has served as Principal of Storefront Academy Charter School South Bronx since November 2025. Prior to assuming the role of Principal, she served as the school's Assistant Principal from SY 2019-20. Before this, 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.

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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 SY25-26, the school served 237 students in grades K-5. The majority of 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 continues to serve mostly economically disadvantaged students (92%). In addition, nineteen percent (19%) are designated students with disabilities (SWDs) and thirty-one percent (31%) are recorded as English Language Learners on New York City’s Automate the Schools System (ATS).

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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 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 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 in SY24-25, enabled us to launch a Senior Advisory for fifth graders. Senior Advisory is led by a team of staff from various roles who facilitate 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. New in SY2025-26, twelve fourth and fifth graders became the founding members of our Student Media Club. Students learned and engaged in digital and print media production. The Media Club launched a student podcast, as well as a newspaper and helped produce video clips for the school's Instagram post. Members of the Media Club enjoyed exploring varied roles including, reporter/journalist, photographer, layout designer, illustrator/comic artist, host/interviewer, script/writer, director, audio engineer, and editor. Through Media Club, students also improved their active listening, writing, and presentation skills. Also new for SY2025-26, Fifth graders were invited to participate in early morning STEM Club where they used 3D Printers to create bookmarks and fidget, they also built and learned coding. All Bronx scholars continue to engage in experiential learning and self-expression through weekly, music, and visual arts classes. Scholars collaboratively explore a wide range of genres under each discipline. Content and instruction align with the [NYS Arts Learning Standards Guidance](#) and the [NYC Blueprints for Teaching and Learning in the Arts](#). The SY25-26, ended with our first ever STEAM Showcase! The event was a celebration of our strongest

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Science Fair experiments, a Robotics demonstration, an Art Exhibit featuring our students favorite projects across all grades, and snippets of our Math Bee. As a result of the strong family interest, we plan to build upon the STEAM Showcase next year. Likewise, through our Extended Day enrichment in partnership with The Harmony Program, students presented a recital featuring, violin, viola, percussion and choral music.

- **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.
 - [The Hispanic Federation:](#) Founded in 1990; empowers and advances the Hispanic community, supports Hispanic families, and strengthens Latino institutions across 43 states. Since Spring 2026, we have partnered with the Hispanic Federation to provide nutrition classes and groceries for our families and other community members. As a result of this relationship, for SY2026-27 we secured an on-site community pantry on the third Wednesday of each month.
 - [Mott Haven Community Partnership \(MHCP\):](#) Works to improve quality of life for children and families by building community and strengthening relationships that support health and well-being in the Mott Haven and Melrose neighborhoods. Since Spring 2025 we have provided Mott Haven Partnership with access to our library space for community workshops and in turn secured a wide range of support services as well as holiday gifts and meals for our families. Principal Fernandez has also mediated MHCP panel discussions.
 - [We Speak New York City:](#) In response to parent requests for English language classes, we reconnected with We Speak to provide this service to our families and other community members.
 - [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 expanded 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

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children to develop musical proficiency and social-emotional skills within a supportive environment which aligns with the Storefront mission.

- [Our Kids Read \(OKR\)](#): SACS Bronx continues to partner 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.

NOTABLE CHANGES TO THE ACADEMIC PROGRAM

In SY2025-26 SACS Bronx implemented the rigorous Lavinia’s [RedThread Literacy Program in Grades 3-5](#). The school successfully launched both components of the RedThread Literacy curriculum in Grades K-2 in SY2024-25. We 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. Like most schools across the State, we did experience a significant dip in our Spring 2026 ELA exam scores. The introduction of systematic advanced phonics, morphology, and vocabulary skill building was new to our upper elementary teachers and students. Additionally, a fourth and fifth grade teacher did not return in January 2026 citing the late payroll in December. The learning curve for the new curriculum together with the change in teachers mid-year, may have contributed to the decrease in student outcomes. Nevertheless, an evolving culture of data analysis and feedback for improvement in teacher capacity and student outcomes enabled a sixty-one (61%) percent proficiency rate for grades 3-5 on the New York State ELA exams compared to the thirty-six (36%) percent proficiency rate for District 7.

The instructional leadership team continued to cultivate a culture of school wide data use to accelerate learning while expanding the systematic teaching and learning of phonics, fluency, morphology and vocabulary skills to grades 3-5. 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 Lavina 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

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significantly to our sixty-six (66%) proficiency rate on the 2026 New York State Math exam compared to the forty-five percent (45%) proficiency rate for District 7.

The Master Schedule was also restructured to increase small group targeted intervention and explicit instruction in foundational reading and math skills. School-wide 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:
 - o *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.
 - o *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 Monthly Grade Team Newsletters for Family Outreach:* In SY 2025-26, Grade Teams provided families with more comprehensive learning focused newsletters to keep them aware of focus skills across the academic and social-emotional curricula in addition to school culture celebrations.

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ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year											
School Year	K	1	2	3	4	5	6	7	8	Un-graded	Total
2023-24	46	42	38	43	54	52					275
2024-25	41	47	44	35	48	48					263
2025-26	41	28	41	44	40	43					237

GOAL 1: ENGLISH LANGUAGE ARTS

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

BACKGROUND

In SY2025-26 SACS Bronx implemented the rigorous Lavinia's [RedThread Literacy Program in Grades 3-5](#). The school successfully launched both components of the RedThread Literacy curriculum in Grades K-2 in SY2024-25. We 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 to our upper elementary teachers and students.

Like most schools across the State, we did experience a significant dip in our Spring 2026 ELA exam scores. In addition to the RedThread Foundations learning curve, a new teacher joined our instructional team on each of the testing grades. These transitions were the result of a Teach for America member's admission to Georgetown, a veteran teacher's family obligations, and the promotion of our fourth grade team leader to a Teacher Mentor role at the end of SY2024-25. Moreover, a fourth and fifth grade teacher did not return in January 2026 citing the late payroll in December.

The learning curve for the new curriculum together with the change in teachers mid-year, may have contributed to the decrease in student outcomes. Nevertheless, an evolving culture of data analysis and feedback for improvement in teacher capacity and student outcomes enabled a sixty-one (61%) percent proficiency rate for grades 3-5 on the New York State ELA exams compared to the thirty-six (36%) percent proficiency rate for District 7. We more consistently monitored progress, collaboratively studied student work, and coached into specific feedback and planned next steps to accelerate learning. Bronx also supplemented the core literacy curricula with [IXL Learning](#) using the platform's NWEA MAP aligned individualized student learning paths to differentiate instruction and further support development of language proficiency.

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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	34	44	77%
4	32	40	80%
5	40	43	93%
All	106	127	83%

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	34	18	53%	30	16	53%
4	32	21	66%	27	17	63%
5	40	25	62%	36	24	67%
All	106	64	60%	93	57	61%

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 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

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.

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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
	[7%]	[33%]	[37%]	[24%]

$$PI = (0 * [7\%]_{\text{Level 1}} + 1 * [33\%]_{\text{Level 2}} + 2 * [37\%]_{\text{Level 3}} + 2.5 * [24\%]_{\text{Level 4}}) * 100 = 167$$

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	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	30	53%	645	38%
4	27	63%	654	42%
5	36	67%	666	34%
All	93	61%	1965	39%

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.

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.

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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.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.

2025-26 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	97.1%	464.0	444.5	1.83
4	89.1%	479.0	446.4	3.04
5	95.7%	450.0	444.7	0.48
All	93.7%	463.6	445.2	1.72

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 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

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

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

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Grade	Mean Growth Percentile	
	School	Target
4	90.2	50.0
5	21.0	50.0
All	51.8	50.0

ELA 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 ELA: **NWEA MAP Growth**

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.

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

NWEA

2025-26 NWEA MAP [ELA] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Outcome
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	126	56.5	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	68	75.5	Met

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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	56.5	36	50	Not 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%	106	60%	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	44	52%	38	55%
4	40	55%	32	63%
5	42	57%	36	58%
All	126	56%	106	60%

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

Grades	Number Tested	Median Growth Percentile
3	44	73
4	40	79
5	42	55

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_EOG_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.

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All	126	70
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SUMMARY OF THE ELA GOAL

SACS Bronx met the ELA Goal per four of the five accountability measures for the New York State exams. The school did not meet Absolute Measure 1 with a proficiency rate of sixty percent (60%) for tested students in at least their second year. This was a significant decline from the school's performance in Spring 2025. On NWEA MAP exams, the school met Measures 1 and 2 relating to all students and low initial achievers. However the school did not meet Measure 3, the median growth percentile for third through fifth grade students with disabilities was fifty (50), which missed the target by six point five (6.5) except for Measure 4. Likewise, the school did not meet the absolute Measure 4 for NWEA assessments with a sixty percent (60%) proficiency rate aligned with that of absolute Measure 1 for the New York State exams.

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 60% 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.	Met 167 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.	Met 61%vs 39%
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.	Met*
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Met*
TOTAL	Of the required measures, the school met:	4/5

EVALUATION OF ELA GOAL

ELA Measure 1 - Absolute: NYS Exam (Not Met at 60% vs 75%): On the Spring 2026 New York State ELA Exam, sixty (60%) percent of SACS Bronx students in at least their second year were proficient on the New York State ELA exam. Therefore, the school fell short of the absolute measure of seventy-five (75%) percent on this absolute measure. However, students in their second year did outperform new students by four (4%) percent. In particular, the proficiency rate for returning fourth graders was eight percent higher (8%) than for new students. The proficiency rate for returning third graders was three percent

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(3%) higher than that of new students. Additionally, the proficiency rate for returning fifth graders was 1 percent (1%) higher than that of new students.

ELA Measure 2 - Absolute: NYS Exam (Met 167 vs 126.5): SACS Bronx students exceeded Absolute Measure 2 with a PI of 167 which is 40.5 above this year's MIP. Our fourth graders had the most notable performance for the fourth year in a row with twenty-five (25%) percent of students earning a level four (4) and forty-one (41%) who earned a level three (3). Two fourth grade teachers in their second year at SACS Bronx effectively anchored the grade despite mid-year changes in the teaching team. Specifically, In January, a fourth and a fifth grade teacher decided not to return for the balance of the school year due to a delayed payroll. At a sixty-three percent (63%) proficiency rate, the school experienced its strongest outcomes for fifth grade in the past four years with an increase in proficiency of 6.4% over Spring 2025. Furthermore, thirty percent (30%) of fifth graders earned a level (4). Historically, we have struggled to keep our fifth graders invested in showing their best efforts on both the NYS exams and the Spring NWEA MAP exams. However, with a fifty-three (53%) percent proficiency rate in Spring 2025, we saw a fifteen percent (15%) increase in the performance of our fifth grade over Spring 2024. In Spring 2026 the school had only seven (7) students who performed at a level 1, all received student support services for chronic absenteeism and tardiness including community based counseling and other resources to address shared housing, health, and safety concerns. We are pursuing continued improvements to student outcomes across all grades. Our goal is to reduce the percentage of level 1s to five percent (5%) and level 2s to twenty (20%) percent for a proficiency rate of seventy-five (75%) on the Spring 2027 assessments.

ELA Measure 3 - Comparative: NYS Exam (Met 61% vs 39%): SACS Bronx met Comparative Measure 3. Third-Fifth graders in at least their second year at the school scored twenty-two percent (22%) higher than students in District 7, at sixty-one percent (61%) compared to thirty-nine (39%). SACS Bronx' fifth graders outperformed their counterparts by thirty-three percent (33%), fourth graders outperformed their counterparts by twenty-one percent (21%) and third graders outperformed their counterparts by fifteen percent (15%).

ELA Measure 4 - Comparative: NYS Exam (Met 1.72 vs 0.3): As measured by the available 2024-25 results, SACS Bronx exceeded the predicted level of performance on the State ELA exam with an effect size of 1.72. This exceeds the effect size threshold of 0.3 by 1.42. The school's actual Mean Scale Score of 463.6 exceeded the predicted performance by 18.4 points for schools with similar economically disadvantaged statistics. Our fourth graders, eighty-nine (89%) percent of whom are economically disadvantaged, were again the largest contributors to this outcome by exceeding their predicted mean scale score by thirty-two point six (32.6) points. Nevertheless, our third and fifth grades with higher percentages of economically disadvantaged students (at 97% and 96% respectively) also exceeded their predicted scores by nineteen point five points (19.5) and five point 3 points (5.3).

ELA Measure 5 - Growth: NYS Exam (Met 51.8 vs 50.0): The Mean Growth Percentile for SAC Bronx' fourth and fifth graders exceeded the 50.0 target by 1.8. This indicates that despite the negative impact of unforeseen mid-year teacher departures, the school's literacy teaching and learning practices and curriculum continued to help students experience year over year growth above the target. The Mean

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Growth Percentile for fourth graders was 90.2, which was 40.2 percent higher than the target. At 21.0, the Mean Growth Percentile for fifth graders increased by 2.2 over Spring 2025, yet again fell significantly below the 50.0 mean growth percentile target. The variance in the growth experienced by fifth graders is attributable at least in part to chronic teacher absences following the mid-year departure of one of the teachers in our integrated co-teaching classroom.

ADDITIONAL CONTEXT AND EVIDENCE

SACS Bronx started the SY2025-26 with new teachers in every grade except kindergarten. These new hires replaced two teachers with chronic lateness and absenteeism despite support provided in conjunction with teacher improvement plans, a Teach for America Corps member who moved on to pursue graduate school at Georgetown, a veteran teacher who could not commit to returning due to unexpected family concerns, and a former grade Team Leader who was promoted to Mentor Teacher. In light of these staffing changes, and the expanded implementation of RedThread Foundations and Knowledges to the upper elementary grades, we refocused on school-wide 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 for SY2025-26 indicate that the school met Measure 1, with a median growth percentile of all third through fifth grade students of fifty-six (56), which is six points above the target of fifty (50). Additionally, the school's median growth percentile for low initial achievers in grades three through five was seventy-five point five (75.5) which meets the Measure 2 target of fifty-five (55). On the other hand, the school did not meet Measure 3. The median growth percentile for students with disabilities was fifty (50), which is 6 points lower than the mean growth percentile for all students in grades three through five. These results indicate that students with disabilities may have been more adversely impacted by staffing in SY2025-26 including the onboarding of new teachers on each grade, the mid-year departure of two teachers from integrated co-teaching classrooms, and the Instructional Coach's inability to return from maternity leave in January due to an extended family emergency.

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

Grade	Number of Vacancies	Period of Vacancy	How Team Member was Replaced
Grade 4	1 Teacher	January - June	Long Term Substitute
Grade 5	1 Teacher	January - June	Multiple Long Term Substitutes
K-5	1 Instructional Coach	October - June	Mentor Teacher became Interim Coach

The school resorted to long term substitutes when ongoing efforts to hire experienced teachers to fill the mid-year vacancies fell through. The designated Mentor Teacher assumed the role of Interim Instructional Coach. However, this shifted plans for new teacher onboarding and mentorship in a year when it was especially needed.

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ELA ACTION PLAN

In SY2026-27, we will continue to cultivate a culture of collaborative, 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 SY2026-27, the school will benefit from the addition of a Dean of Teaching and Learning who will provide coaching for teacher development. The Dean of Teaching and Learning and the Dean of Special Education will guide and mentor new teachers. Our former fourth grade teachers who were promoted to these roles know our teaching approach and curricula well. 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.

To improve student outcomes in ELA we will continue or add the following practices:

- RedThread Foundations Beginning of the Year Assessments: All kindergarten through second grade students will continue to take the RedThread Foundations benchmark assessments. Additionally, all third-fifth graders who are at or below the thirty-third percentile on the Fall NWEA MAP will also complete the RedThread Foundations beginning of the year assessment to identify and prioritize the specific foundational reading skills they need to develop.
- IXL Learning: The NWEA RIT score integration will be used to generate individualized study plans for all students. For students with low initial RIT scores in Reading, the customized study plans for Reading and Language Arts will be used during at least three What I Need Intervention periods per week.
- MaxScholar: The beginning of the year MAP and RedThread Foundations 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, and comprehension skills. The school secured MaxScholar through a RESO A grant.
- Teacher Development: SACS Bronx will continue to develop teacher capacity and strengthen routines for Strategic Reading Group instruction with a focus on any one of three below listed areas. Peer observation and mentoring will be used to augment the coaching and support provided by the Dean of Teaching and Learning.

Phonics Small Groups will target the needs of students who need to be taught 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.

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- Consistent assessment and student work study: In grades K through 2, implementation of RedThread Foundations with increased fidelity, progress monitoring, and student work study yielded notable literacy growth and achievement. SY2026-27 is year two implementation for grades three through five, we will use lessons learned to guide and support stronger more consistent application of all program components including differentiation resources and formative assessment tools.

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 2026-27, we plan to increase and diversify participation in 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 adopting Positive Behavior Interventions and Supports (PBIS) fully following a small pilot in SY2025-26. Attendance will be 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 continue to advocate for a more robust employee benefit package including tuition reimbursement and performance incentives based upon student outcomes. To date, Bronx leadership succeeded in moving the Board to adopt a retirement match which as of SY2025-26.

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GOAL 2: MATHEMATICS

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

BACKGROUND

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 IXL Learning and First in Math and small group direct instruction. 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 most of our students who struggle with either conceptual or procedural 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 do nows, 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

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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.

Assessment

In addition to NWEA MAP beginning, middle and end of year assessment, teachers use do nows, checks for understanding, over the shoulder observations, math story revisions, exit tickets, quizzes, and enVision Math Unit Tests to monitor progress and provide responsive feedback and instruction across all grades. In grades three through five, teachers also administer and study interim assessments constructed with released New York State exam questions. These interim assessments are given in October, December, and March.

In SY 2026-27, 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.

- In SY2026-27, we will continue to use Lavinia Math Stories with all students. To strengthen teacher capacity to facilitate the student-centered Cognitively Guided Instruction (CGI) approach used with Lavinia Math Stories, we will provide differentiated workshops. This professional learning will prepare teachers across all grades to effectively use CGI to engage students in the development of multiple conceptual approaches to 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. Teachers generally note the heightened levels 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. To support the use of IXL for homework and extra skill building, we will host parent workshops and also create student-led video clips to explain the purpose of the platform and provide step-by-step directions for parents on how to help their students access IXL. We will also incentivize IXL skill building challenges during school breaks.
- We will also continue use of First in Math (FIM) with a school-wide implementation plan led by our Dean of Teaching and Learning. Teachers will participate in a ninety-minute FIM workshop to support the launch of FIM. Students enjoy learning math facts on the FIM platform and collecting badges to mark their skill mastery. In SY2026-27, 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.

Professional Development

SACS Bronx maintains school-wide professional learning communities(PLC). The education corporation has created a culture of collegiality and collaboration wherein educators work together to ensure that

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instruction results in student learning. 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 teams. In addition, all instruction and student support team members participate in a monthly two-hour block of professional development on varied topics to support school-wide teaching and learning goals as well as expressed interests of teachers. This professional development block is also used for data deep dives and responsive planning. In SY 2025-26, teachers participated in workshops and webinars provided through the Collaborative for Inclusive Education (CIE), NWEA MAP, Savvas Learning, and the Lavinia Group. Instruction and Student Support Team members 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. CIE workshops provided effective professional development, resources, networking, and technical support to teachers and administrators focused on supporting 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.

METHOD

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

Grade	Total Tested	Total Enrolled	Percent Tested
3	34	44	77%
4	32	40	80%
5	40	43	93%
All	106	127	83%

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	34	25	73%	30	22	73%
4	32	24	75%	27	21	78%
5	40	21	52%	36	20	56%
All	106	70	66%	93	63	68%

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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 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
	[13%]	[21%]	[52%]	[14%]

$$PI = (0 * [13\%]_{\text{Level 1}} + 1 * [21\%]_{\text{Level 2}} + 2 * [52\%]_{\text{Level 3}} + 2.5 * [14\%]_{\text{Level 4}}) * 100 = 160$$

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

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.

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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	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	30	73%	664	57%
4	27	78%	661	50%
5	36	56%	666	45%
All	93	68%	1991	45%

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	97.1	462.0	448.6	0.89
4	89.2	484.0	450.4	2.14
5	95.7	450.0	445.2	0.33
All	93.7	465.3	447.9	1.12

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

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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 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	76.9	50.0
5	19.9	50.0
All	46.3	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**

2025-26 NWEA MAP [Mathematics] 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	122	69	Met

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

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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	68	71	Met
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	69	36	60	Not 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%	106	71%	[Not Met]

End of Year Performance on 2025-26 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	
	Number Tested	Percent Proficient ¹⁴	Number Tested	Percent Proficient
3	42	71%	38	71%
4	40	70%	32	75%
5	42	71%	36	75%
All	122	70%	106	71%

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

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.

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Grades	Number Tested	Median Growth Percentile
3	42	61
4	40	69
5	42	57
All	122	64.5

SUMMARY OF THE MATHEMATICS GOAL

SACS Bronx met the Math Goal for the New York State exams on three out of five Measures - specifically Measures 2, 3, and 4. However, the school did not meet the Measure 1 target of seventy-five (75%) proficiency. With a sixty-eight percent (68%) proficiency rate for all tested students in at least their second year at the school, the school missed the target by seven percent (7%). The school also fell short of the Mean Growth Percentile target of fifty (50) by three point seven points with a Mean Growth Percentile of forty-six point three (46.3). SACS Bronx met the Math Goal for the NWEA MAP assessment per Measures 1 and 2. Though SACS Bronx fell short of meeting Measures 3 and 4 for NWEA MAP, the school maintained gains for Measure 3 and improved outcomes for Measure 4 compared to Spring 2025. More specifically for Measure 3, the school narrowed the difference in the median growth percentile for students with disabilities and general education students to within 9 points in 2025 (and maintained this in 2026) as compared to 12 points in 2024. For Measure 4, the school came its closest yet to meeting the seventy-five (75%) percent proficiency target for returning students with a seventy-one percent (71%) proficiency rate compared to sixty-two percent (62%) in 2025 and 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.	Not Met [68% 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 [160 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* [68% vs 45%]
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met* [1.12 vs 0.3]

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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.	Not Met* [46.3 vs 50]
TOTAL	Of the required measures, the school met:	3/5

EVALUATION OF THE MATHEMATICS GOAL

Math Measure 1 - Absolute: NYS Exam: (Not met at 68% vs 75%) On the Spring 2026 New York State Math exam, sixty-eight percent (68%) of SACS Bronx students in at least their second year were proficient on the New York State Math exam. This represents an (8%) percent decrease in student performance compared to Spring 2025. This decline is primarily attributable to the staffing challenges detailed on pages 15-16 Additional Context and Evidence - ELA.

Math Measure 2 - Absolute: NYS Exam (Met at 160 vs 130.4): SACS Bronx students exceeded Absolute Measure 2 with a PI of 160 which is 29.6 above the MIP. The third and fourth grade students' performance greatly contributed to the school's high PI. Four (4) third graders earned a level 4, twenty-one (21) earned a level 3, and seven earned a level 2. Similarly, five (5) fourth graders earned a level 4, nine-ten (19) earned a level 3 and five (5) earned a level 2. Five (5) fifth graders earned a level 4, and fifteen (15) earned a level 3. Nevertheless, the fifth graders earned the ten (10) level 2s and nine (9) level 1s. The lower outcomes among fifth graders suggests that these students were most negatively impacted by mid-year staffing challenges. With stronger teacher consistency, third and fourth graders benefited greatly from ongoing conferencing, goal setting, small group work, and progress monitoring with a push for student agency and commitment to best efforts.

Math Measure 3 - Comparative: NYS Exam (Met at 68% vs 45%): SACS Bronx met Comparative Measure 3. Third-Fifth graders in at least their second year at the school scored twenty-three percent (23%) higher than students in District 7, at sixty-eight percent (68%) compared to forty-five (45%). SACS Bronx' fourth graders again outperformed their counterparts by the largest margin (78% compared to 50%). Additionally, seventy-three (73%) of SACS Bronx' third graders were proficient compared to fifty-seven (57%) for District 7 students. Likewise, fifty-six (56%) percent of SACS Bronx' fifth graders were proficient compared to forty-five percent (45%) for the District.

Math Measure 4 - Comparative: NYS Exam (Met at 1.12 vs 0.3): As measured by the available 2024-25, result, SACS Bronx exceeded the predicted level of performance on the State ELA exam with an effect size of 1.12. This exceeds the effect size threshold of 0.3 by 1.09. The school's actual performance Mean Scale Score of 465.3 exceeded the predicted performance for schools with similar economically disadvantaged statistics by 17.4. Fourth grade students were again the largest contributors to this outcome by exceeding their predicted score by 33.6 with an effect size of 2.14. Nevertheless, third graders with a significantly higher percentage of economically disadvantaged students at 97.1 percent, also notably exceeded their predicted score by 13.4 (effect size 0.89) and 4.4 respectively. Fifth grade with 95.7 percent economically disadvantaged students, also exceeded their predicted mean scale score for an effect size just above the threshold at 0.33.

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Math Measure 5 - Growth: NYS Exam (Not met at 46.3 vs 50.0): At 46.3, the Mean Growth Percentile for SAC Bronx' fourth and fifth graders missed the 50.0 target by 3.7. The Mean Growth Percentile for fourth graders was 76.9, which was 26.9 percent higher than the target. This represents an increase in third to fourth grade growth of 1.6 over that shown in the Spring 2025 exam. This strong growth 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 19.9 percent. The Mean Growth Percentile for fifth graders was 3.2 less than Spring 2025. This was attributable in part to inconsistency of instruction due to staffing challenges and teacher absences, and student resistance to end of year assessments. Our fifth graders continue to express resentment towards taking three State exams and MAP exams in the Spring. Additionally, we appreciate the need for targeted teacher coaching and support relating to math content, pacing, and differentiation for our fifth grade team moving forward.

ADDITIONAL CONTEXT AND EVIDENCE

SACS Bronx entered SY2025-26 with the goal to maintain the math achievement and growth actualized the year before as measured by the New York State exams and NWEA MAP. The plans to meet this goal again prioritized the joy of learning and student agency alongside school-wide use of data in responsive and equitable learning cycles. We planned to build upon the increased capacity in math content and pedagogy cultivated by the school's Instructional Coach who was highly adept in math teaching and learning. The third and fourth grade teachers in particular had grown through their work with her in SY2024-25. In SY2025-26 we planned to work more closely with our fifth grade teachers to improve content knowledge - and confidence in facilitating math learning. Beyond weekly advisory, we find that our teachers must extend themselves to build rapport and motivate fifth graders in a different way than what is needed in the lower grades. This is the case because the majority of our fifth graders routinely return from summer far less focused on academics than they were in their fourth-grade year - no matter how well prepared they are. Unfortunately, our Instructional Coach left school in late September for maternity leave and was unable to return as planned due to an extended family emergency. Though the designated Mentor Teacher took on the role of Interim Instructional Coach, she was unable to work with the fifth grade teachers as consistently as needed due to unexpected teacher vacancies and absences in the second half of the school year in response to a late payroll in December.

MATHEMATICS ACTION PLAN

In SY 2026-27, we will utilize our Lavinia and Savvas learning partners to provide differentiated professional learning sessions on math teaching strategies. We will also make greater use of the Savvas Realize 24/7 on-demand professional learning offerings. During the first trimester, teachers will record one math block per week for personal reflection and feedback. Schoolwide, grade teams will engage in math focused student work study during PLC Meetings. Likewise, we will more closely adhere to the Math topic crosswalk with our Savvas enVision Math and Lavinia Math Stories pacing guide and the NWEA MAP Learning Continuum. The Math Scope and Sequence for SY2026-27 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 Dean of Special Education will collaborate with the Dean of Teaching and Learning to align support for teachers in differentiating math lessons for SETTS and other strategic small group instruction. The Dean

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of Teaching and Learning will also 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

In grades K-4, SACS Bronx uses Discovery Education's Mystery Science, a unique based Next Generation Science Standards (NGSS) aligned curriculum designed to help students stay curious and engaged. In SY 2025-26, in preparation for the State 5th Grade Science exam, fifth graders utilized Amplify Science and IXL Learning for the first time in addition to completing the four required science investigations for Elementary-level Science.

Instruction

In grades K-4 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 SY2025-26, the school departmentalized science in 5th grade to provide greater focus and deeper learning in preparation for the State exam. To this end, our part-time science teacher and our fifth students piloted Amplify Science and IXL Learning in addition to completing the four required investigations for Elementary-level Science. Several fourth and fifth graders also participated in a new early morning STEM Club offered by the Fifth Grade Science Teacher.

Assessment

SACS third, fourth, and fifth graders take the NWEA MAP Science assessment at the beginning and end of the school year. They also complete unit assessments, hands-on projects, and experiments. In addition to this, fifth grade students have a mid-year assessment and a dress rehearsal exam constructed with released State test questions. Students in kindergarten through second grade engage in project based learning. First and second graders, report on their learning orally and in writing.

Professional Development

Our K-4 teachers access on demand ready-to-use professional development resources, including training presentations, printable flyers, and walkthrough videos available directly on the [Mystery Science Resources](#) page. They also review foundational teaching strategies via the [Discovery Education Theory of Action](#) and

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access implementation tips on the [Mystery Science Support Hub](#). 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 to practice and debrief lessons prior to teaching them to their students as well as study student work and outcomes. Our fifth grade science teacher utilized [Amplify Science's on demand professional learning](#) webinars, podcasts, and other resources. Additionally, she and two other members of the fifth grade team participated in the Lavinia Group Science Achievement In-Person Professional Learning Session. We enjoyed hosting the Lavinia Group team and a dozen educators for this day-long institute.

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 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	35	16	51%
All	35	16	51%

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

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.

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Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	35	16	51%	644	175	27%
All	35	16	51%	644	175	27%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

SACS Bronx has not yet met absolute measure 1 of 75% proficiency for all tested students in at least their second year at the school. However, the school increased student outcomes by 12% over SY2024-25, to secure a proficiency rate of 51%. SAC Bronx again met comparative measure 1 by surpassing the District 7 proficiency rate by 24%.

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.	Not Met [51% 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 [51% vs 27%]
TOTAL	Of the required measures, the school met:	1/2

EVALUATION OF THE SCIENCE GOAL

Science Measure 1 - Absolute: NYS Exam: (Not met at 51% vs 75%) SACS Bronx has not yet met the absolute measure of 75% proficiency for all tested students in at least their second year at the school. However with a 51% proficiency rate, the school increased student outcomes by 12% over SY204-25. This suggests that the school continues to make improvements in the teaching and learning of science. The adoption of Amplify Science for SY2025-26 for a comprehensive curriculum with greater alignment with the blueprint of the 5th grade exam supported cohesive science exploration. Furthermore, IXL Science provided students with more opportunities to practice responding to State exam question formats on their laptops to better prepare for the computer based testing.

Science Measure 2 - Comparative: NYS Exam: (Met at 51% vs 27%) SACS Bronx met measure 2 with a 51% proficiency rate on the NYS Science Exam for all tested students in at least their second year in the school compared to a 27% proficiency rate for District 7. The school's fifth graders surpassed the district's proficiency rate by 24%.

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ADDITIONAL CONTEXT AND EVIDENCE

For SY2025-26, teachers and leaders determined a more comprehensive Science curriculum was needed to deepen and accelerate learning. As a result, we adopted Amplify Science which was the first choice of our prior curriculum committee composed of teachers, parents, and students. We also departmentalized science for our fifth graders and modified their schedule to designate an additional 45 minutes per week of science learning. In addition, we held fifth grade science in our dedicated stem lab to promote more focused science investigations with correlated written responses.

ACTION PLAN

For SY 2026-27, SACS will prioritize consistent use of designated science blocks 2-3 periods per week school-wide. Additionally, the school will fully implement Amplify Science in grades three - five, with on demand professional development for teachers. We will also make greater use of IXL Science to provide students with 1 to 1 intervention and enrichment. This will support continuous progress monitoring of student learning. We know 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 monitoring their science growth and achievement as we do with ELA and Math. We find 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, once a month the grade team leader will facilitate a Science focused PLC to support consistency in collaborative student work study and planning to cultivate a strong culture of intellectual preparation for science instruction.

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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/LSI
2025-26	Good Standing/LSI

ADDITIONAL CONTEXT AND EVIDENCE

SACS-Bronx has 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 2026-25 of 89% school-wide which marks an improvement of in attendance of about 1%. Nevertheless, we continue to work toward our goal of 90% or higher. Since SY 2024-25 we have implemented a Family-School Social Contract in addition to ongoing Parent Outreach and Student

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Support programming. In SY 2026-25, we introduced perfect attendance campaigns that made classes eligible for special hands-on experiences and field trips. Our Dean of Students guides the Attendance Team and ensures follow up on our Attendance Protocols. We also continue to network to secure an intern each year to augment our Counseling Team. This enables 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. For our kindergarten and first graders who represent the larger numbers of chronically absent students in our lower grades, we host informational sessions to help families understand the negative impact of absences on their students' academic progress and sense of belonging.

Staffing Challenges

In SY 2025-26, two teachers decided not to return following the December break. Additionally, the Instructional Coach was unable to return from maternity leave as planned due to an extended family emergency. When ongoing efforts to hire experienced teachers to fill the mid-year vacancies fell through, the school utilized long term substitutes to support learning in grades four and five. The school's designated Mentor Teacher assumed the role of Interim Instructional Coach. However, this limited plans for new teacher onboarding and mentorship in a year when it was especially needed.

The table below summarizes the staffing challenges in SY2025-26.

Grade	Number of Vacancies	Period of Vacancy	How Team Member was Replaced
Grade 4	1 Teacher	January - June	Long Term Substitute
Grade 5	1 Teacher	January - June	Multiple Long Term Substitutes
K-5	1 Instructional Coach	October - June	Mentor Teacher became Interim Coach

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.

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

Shifts in Student Demographics

Since SY2024-25, like many schools in New York City, SACS Bronx has welcomed several English Language Learners in grades 2-5 who come to us with little to no English proficiency. Some have been in ELLs

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programs prior to joining us, but their parents cite 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 continue to utilize the Collaborative for Inclusive Education to help empower our classroom teachers to support English Language Learners in collaboration with our ELLs Team. To better serve all of our students, in SY2026-27 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.

SACS continues 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 had 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 are committed to aligning all initiatives to benefit students - academics, social-emotional learning, extended day and summer enrichment, community partnerships and resources. We believe the action plans presented in this report will accelerate learning and improve student outcomes without compromising SACS Bronx’s joyful and innovative school culture and positive family-school relationships. With a shared vision, all adults will work to guide, motivate, and support our students to achieve their individualized social-emotional and academic learning goals and our charter benchmarks.