



Storefront Academy Charter School Harlem Campus

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2025

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Taleema Chesney-Principal and Amia Fisher-Assistant Principal prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Peter Low	Chair	Executive
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Jonathan Stearns	Secretary	Governance
Atta Acheampong	Treasurer	Governance, Finance, Academic
Richard Bayles	Member	Finance
Amanda Low	Member	Academic

Taleema Chesney has served as Principal of Storefront Academy Charter Schools Harlem since SY2019-20. Prior to her principalship, she served as vice principal from 2016 to 2018, and assumed the principal-in-residence position in the school year 2018-19 at the South Bronx Campus. Amia Fisher has served in three capacities since Harlem's inception in SY2019-20 as School Counselor, Dean and Assistant Principal. Amia Fisher has held the title of Assistant Principal since SY 2022-2023.

SCHOOL OVERVIEW

The mission of Storefront Academy Charter Schools is to provide children of varied academic strengths a quality education that prepares them academically, socially, and emotionally to become critical thinkers, high-achieving students, and well-rounded individuals. Working in partnership with families and community members, Storefront instills a powerful sense of self and gives its students the tools to own the future and create meaningful adult lives. Storefront's vision is to provide a rigorous, joyful, and intentional learning environment for all students – one that paves the way for high school, college, and life success. Storefront Academy Harlem opened its doors August 2019 in the East Harlem community and began serving 39 children in grades Kindergarten and first grade, growing to serve 96 scholars in grades K-5 in SY 23-24 and grew to 105 scholars in SY 24-25.

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

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

In SY 24-25, we focused on foundational skills, but we recognized the need for scholars to think critically, grapple with complex problems, and take ownership of their learning. To address this, our SY 25-26 theme, *The Power of the Deep: Knowledge. Character. Impact.*, emphasizes empowering scholars to engage deeply while teachers guide the learning process and ensure mastery of correct answers—strengthening both instruction and scholar understanding.

As part of this vision, we launched a new Literacy curriculum school-wide for grades K-2 in SY 24-25, with plans to expand to grades 3-5 in SY 25-26. To strengthen scientific understanding, we conducted a curriculum comparison and will implement the Experience Science curriculum next year. Our strategy also includes weekend tutoring and multiple learning platforms to provide targeted differentiation that meets the diverse needs of our scholars. Over the summer, our leadership team analyzed data to identify trends, inform planning, and ensure scholar outcomes and attendance remain central priorities.

Storefront Academy Harlem was founded on key design elements (KDEs) that drive our academic program and school culture. We support our staff to implement these KDEs throughout their daily work, and we expect our staff to tailor instruction, professional goals and development, and school culture to the four elements described below.

- **KDE 1: Scholar-Led Learning:** Research shows that children truly understand new knowledge and skills when they are the driving force behind their learning, across disciplines. At our school, scholars are challenged first to learn and draw conclusions, and then to discuss, debate, and form 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 our scholar-led learning activities are “turn and talk”, gradual release group (“you do”), group projects, and group presentations (reciprocal teaching).
- **KDE 2: Social-Emotional Learning (SEL):** Self-awareness is critical for scholars’ readiness to learn. Knowing what frustrates and motivates scholars helps them to self-regulate and/or seek support in learning to perform their best throughout the day. We use the [Yale Center for Emotional Intelligence’s RULER program](#) and [Mood Meter](#) to support the development of scholars’ emotional intelligence, along with the SEL curriculum described further in the Executive Summary portion of our renewal application package.
- **KDE 3: Performing Arts:** Children thrive when they can use their hands and voices to explore concepts through the arts. At Storefront Harlem, all scholars participate in weekly Art classes led by Harlem’s own Art in the Park. These classes provide opportunities for experiential learning and self-expression, allowing students to collaboratively explore, create, discuss, and reflect on local artists and cultural interests. The Art teacher uses rubrics and written feedback to assess both the creative processes and final products. Instruction is aligned with the NYC Arts at Glance Standards and curriculum thematic units, enriching students’ understanding of the arts’ cultural and historical significance. Additionally, scholars engage in weekly dance classes, following Dance at a Glance, and will take part in three major performances each year. After School Harmony Music Program scholars in K-2 learn general music concepts and scholars in 3-5 learn to play the violin.
- **KDE 4: High-Quality, Sustainable Partnerships:** Partnerships enable Storefront to expand scholars’ horizons. We know that strategic use of high-quality partnerships amplifies our ability to provide a dynamic academic program and school culture. Our partnerships enhance scholars’ learning. We work with Einstein to improve reading and Harlem School of the Arts for dance.
 - **Costco Reading Buddies:** Costco’s Volunteer Reading Program, launched over 20 years ago, engages more than 2,600 employee volunteers across the U.S., Canada, and Australia, with over 70% of eligible locations participating. Employees dedicate 30 to 60 minutes each week for 10 to 15 weeks to tutor children who are below grade level in schools, community centers, and after-school programs. Costco provides the necessary materials, allowing employees to make a meaningful impact by helping thousands of students improve their reading skills each year.

- **Deb Wasser:** Ms. Deb, a friend of Storefront for over five years, visits weekly, sharing cultural lessons, hands-on activities, and engaging STEM projects. With her wealth of knowledge, she makes learning fun and impactful, leaving scholars with something tangible each time. She also sponsors field trips to reinforce the lessons learned in school.
- **Little Sisters of the Assumption:** Assist families with public benefit applications, including online SNAP enrollment, provide referrals to LSA and non-LSA programs, offer immigration legal appointments, and help tenants avoid eviction or secure necessary repairs. Visitors to our food pantry receive fresh, healthy food options after meeting with an LSA advocate who assesses their overall needs. Storefront Harlem's 4th and 5th grade scholars volunteer biweekly to bag and serve food to the community.
- **Boys Club:** BCNY offers a range of educational programs aimed at helping boys reach their full potential through homework help, tutoring, early literacy intervention, STEAM activities, and academic competitions. A supportive environment that caters to learners of all abilities, empowering members to build confidence in their academic skills.
- **East Harlem Bilingual Head Start:** Since 1965, the East Harlem Council for Human Services, Inc. has offered top-quality bilingual health, social services, and Head Start programs to the community. Bilingual Head Start is known for its innovative early childhood services and strong family engagement, preparing children for success. It is also a nationally recognized program for providing healthy food to students and families.
- **Union Settlement Pre-School:** Union Settlement provides high-quality, full-day educational programs to over 800 infants, toddlers and preschoolers, ages eight weeks to five years, making us the seventh largest provider of early childhood education in New York City. Our six early childhood centers support cognitive, social, creative and physical development.
- **Harmony Music Program:** The Harmony Program harnesses the power of collective music-making to help children gain critical life skills and make meaningful peer connections. Bringing music education directly into underserved communities across New York City, the Harmony Program creates opportunities for children to develop musical proficiency and social-emotional skills within a supportive environment.
- **Chamber Music Beginnings:** Chamber Music Beginnings offers 3rd–5th grade students an immersive introduction to the world of chamber music. Aligned with the National Core Arts Standards and the NYC Blueprint for Teaching and Learning Music, our program provides a unique opportunity for young learners to explore the world of Chamber Music. The educationally designed concerts cater to the developmental and musical needs of each participant, exposing them to a diverse range of repertoire. Through this engaging experience, students deepen their appreciation for music and enhance their understanding of fundamental musical concepts.
- **NYPL:** The NYPL's Center for Educators and Schools offers K–12 educators and students monthly visits from School Support & Outreach Librarians, who provide engaging content and lead hands-on STEM projects in the classroom.

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- **Chase Bank:** Chase Bank's partnerships with schools promote financial literacy to staff, scholars and their families.
- **Our Kids Read:** Incorporated in 2019, Our Kids Read is a MD-based 501c3 non-profit organization that serves the students across the United States. Our two core programs are: (1) donations of diverse books directly to children and also to the schools that they attend and (2) a Remote Reading Buddy program where students read with one of our volunteers in the evening via Zoom.
- **Monroe University:** Monroe University partners with elementary schools primarily through its teacher preparation programs, offering student teaching opportunities in local public, charter, and private schools.

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2022-23	11	15	18	21	17		82
2023-24	17	17	16	16	18	12	96
2024-25	17	22	16	22	14	14	105

GOAL 1: ENGLISH LANGUAGE ARTS

100% of scholars will meet or exceed their projected growth targets in NWEA MAP Reading demonstrating progress towards proficiency as readers, writers, and speakers of the English language.

BACKGROUND

Curriculum

In SY 24-25, grades 3-5 continued using the Lavinia Group's *Insight Humanities* program, an inquiry-driven, results-based approach that emphasizes Close Reading for Meaning and develops deeper text comprehension.

With the expansion of RedThread *Foundations* and *Knowledge* to all grades in SY 25-26, scholars will benefit from a consistent, research-based progression in literacy, equipping them with the skills and strategies needed to become proficient, confident readers and writers.

In SY 25-26, the school will fully implement RedThread *Foundations* and *Knowledge* across grades K-5, providing scholars with a comprehensive literacy curriculum grounded in the science of reading. This alignment ensures that phonics instruction is directly connected to reading for meaning, giving students real-time practice that strengthens decoding, fluency, and comprehension. The curriculum also

integrates multicultural literature and project-based learning, building both knowledge and critical thinking skills.

- **RedThread Foundations:** RedThread Foundations sparks curiosity in young minds, transforming learning to read from a basic skill into an empowering journey of discovery. Grounded in the science of reading, RedThread Foundations is designed to simplify language and literacy. The research-based curriculum equips teachers with the tools to build strong foundational skills and develop proficient readers. Yearlong themes inspire curiosity and help students grasp and internalize knowledge through educational and personally meaningful topics. These themes, rooted in relatable real-world issues, foster authentic learning experiences and leave a lasting impact. Integrated into lessons and decodable books, they support rapid knowledge acquisition and retention.
- **RedThread Knowledge:** Complete K-8 literacy program that integrates best-first instruction with comprehensive materials grounded in science of reading research, a proven method for accelerating learning. The curriculum uses thematic connections to build knowledge, featuring culturally diverse literature and project-based learning that enhances skill-building. Internationally acclaimed literature enriches vocabulary, ignites curiosity, and fosters critical thinking. Emphasizing knowledge-building over rote comprehension, the curriculum connects students to their subjects through integrated thematic learning. Project-based learning approaches cultivate critical thinking, teamwork, and empathy, encouraging hands-on engagement and development of background knowledge.

Instruction

SACS Harlem’s instructional approach emphasizes the **5 E’s of Learning** (Engage, Explore, Explain, Extend, Evaluate) by beginning lessons with animated, real-world problems that capture students’ interest. Teachers guide and model learning through a gradual release approach, incorporating “Do Nows,” checks for understanding, and quick observations to determine when students are ready to transition to independent work.

During independent or small-group practice, teachers provide targeted coaching aligned to specific learning goals and proactively address anticipated misconceptions. Student engagement is further strengthened through Turn and Talks, Jots, structured discourse, and group presentations, amplifying student voices and fostering active participation throughout the learning process.

Assessment

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

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Professional Development

All teachers at Harlem participate in a summer institute for professional development every August. In SY 2024-25, K-2 teachers received training in Lavinia's RedThread Foundations and Knowledge, while Grades 3-5 engaged in in-house training for Insight Humanities and Close Reading for Meaning. Our partnership with the Lavinia Group includes ongoing content-based workshops and monthly visits from a Senior Instructional Consultant for observations, coaching, and planning.

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

ELEMENTARY ELA

ELA Measure 1 - Absolute

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

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

2024-25 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	17			2			1	20
4	14							14
5	14							14
All	45			2			1	48

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient

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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3	17	6	35%	9	5	56%
4	14	6	43%	12	6	50%
5	14	6	43%	13	6	46%
All	45	18	40%	34	17	50%

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 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
45	[38%]	[22%]	[18%]	[22%]

$$PI = 0 * [38]_{\text{Level 1}} + 1 * [22]_{\text{Level 2}} + 2 * [18]_{\text{Level 3}} + 2.5 * [22]_{\text{Level 4}} = [113]$$

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

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

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

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2024-25 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	44%	9	43.6%	571
4	50%	12	53.6%	601
5	46%	13	52%	604
All	47%	34	50%	1,776

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	100%	439.0	436.2	0.29
4	100%	435.0	437.2	-0.20
5	92.3%	436.0	436.9	-0.09
All	97.9%	436.6	436.8	-0.01

ELA Measure 5 - Growth

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

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

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METHOD

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

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

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

Grade	Mean Growth Percentile	
	School	Target
4	33.4	50.0
5	31.7	50.0
All	32.7	50.0

ELA INTERNAL EXAM RESULTS

Storefront Academy Harlem systematically evaluates scholar achievement and growth in ELA using the NWEA MAP assessment administered in the fall, winter, and spring. The school's approach emphasizes both proficiency and growth, ensuring that all scholars, including those with disabilities and scholars enrolled for two or more years, meet rigorous academic targets.

In Spring 2025, school-wide achievement showed that 56% of scholars scored at or above proficiency, with 64% of scholars enrolled for two or more years achieving this benchmark. By grade, 3rd grade had 45% proficiency (64% for 2+ year scholars), 4th grade 79% (75% for 2+ year scholars), and 5th grade 56% (64% for 2+ year scholars). Growth outcomes exceeded expectations, with 3rd grade in the 57th percentile, 4th grade in the 80th percentile, and 5th grade in the 74th percentile, surpassing the school's median growth goal of 50%.

Data analysis also guides instructional planning: targeted small-group instruction, progress monitoring, and differentiated interventions ensure scholars maintain steady growth. For scholars with disabilities, the school monitors progress to guarantee equitable outcomes relative to peers. Between fall and spring, 55% of scholars met or exceeded growth goals, demonstrating the effectiveness of data-driven instruction and the school's commitment to continuous improvement.

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

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These results highlight strong academic performance, consistent growth, and the school's capacity to meet ambitious literacy goals, supporting a compelling case for charter renewal.

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP Assessment.

NWEA MAP Assessment

Method

Storefront Harlem used the NWEA MAP reading and language usage assessments to measure student performance growth, administering the assessments three times during the academic year. The first assessment, conducted in August-September 2024, established a baseline for student performance. The second assessment, held in January-February 2025, served as a mid-year growth benchmark. The final assessment, administered in May-June 2025, measured a full year of performance growth. Detailed NWEA MAP performance data is available in the "Results and Evaluation" section below.

To determine whether Storefront Harlem met its ELA goal, the school used the four measures outlined below.

1. The school's median growth percentile of third through fifth graders was greater than 50. Student growth was defined as the difference between the beginning-of-year score and end-of-year score.
2. 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.
3. The growth of students with disabilities will be equal to or greater than the median growth of their general education peers.

In addition:

4. 75% of third through fifth graders 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.⁶

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁷	Number Tested	Percent Proficient	Number Tested
3	45%	20	64%	11
4	79%	14	75%	12
5	50%	14	54%	13
All	56%	48	64%	36

⁶ https://www.nwea.org/uploads/NY-MAP-Growth-Linking-Study-Report_EOG_2025_adjusted.pdf

⁷ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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

Grades	Median Growth Percentile	Number Tested
3	57	18
4	80	13
5	74	14
All	70	45

RESULTS AND EVALUATION:

2024-25 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	45	70	Yes
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	45	59	Yes
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	55	18	67	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁸	Students in at least their 2nd year at the school	75%	36	64%	No

⁸ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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SUMMARY OF THE ELA GOAL

Storefront Academy Harlem evaluated scholar achievement and growth in ELA using NWEA MAP data and set four key measures to monitor progress. The school successfully met three of these four measures.

For scholars enrolled for two or more years, proficiency was 56% in 3rd grade, 50% in 4th grade, 50% in 5th grade, and 50% schoolwide. Overall proficiency for all scholars was lower: 35% in 3rd grade, 43% in 4th grade, 43% in 5th grade, and 40% schoolwide.

Median growth percentiles indicate that scholars made meaningful academic progress, with schoolwide growth at 51%, 3rd grade at 41%, 4th grade at 55%, and 5th grade at 57%. Compared to district averages for scholars enrolled two or more years, 3rd grade exceeded the district (56% vs. 34.6%), 4th grade was slightly below (50% vs. 53.6%), and 5th grade was slightly below (50% vs. 53%).

These results demonstrate that scholars with sustained enrollment show measurable growth and that the school's instructional strategies are effective. The data also highlight areas for continued focus, including targeted interventions and enhanced literacy supports, to ensure all scholars meet or exceed proficiency goals.

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.	No
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.	No
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.	No
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.	No
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.	No
Growth	Each year, overall ELA proficiency school-wide will increase by at least 5%, as measured by the New York State Assessment	Yes
Comparative	Scholars who have attended for two or more years will achieve an overall ELA proficiency rate of at least 50%	Yes

EVALUATION OF ELA GOAL

Storefront Academy Harlem monitored progress toward the school's ELA goal, which focused on increasing scholar proficiency and growth, particularly for scholars enrolled for two or more years. Using NYS assessment data, the school found that proficiency for long-term scholars was 56% in 3rd grade, 50% in 4th grade, 50% in 5th grade, and 50% school-wide. Overall proficiency for all scholars was lower, reflecting the need for continued support: 35% in 3rd grade, 43% in 4th grade, 43% in 5th grade, and 40% school-wide.

Compared to district averages for scholars enrolled two or more years, 3rd grade outperformed the district (56% vs. 34.6%), while 4th and 5th grades were slightly below district averages (50% vs. 53.6% and 50% vs. 53%, respectively).

The evaluation indicates that while the goal was partially achieved, with sustained scholars showing measurable growth and strong performance in 3rd grade, gaps remain in overall proficiency. To fully meet the ELA goal, the school will continue targeted small-group instruction, progress monitoring, and literacy interventions, ensuring equitable outcomes for all scholars.

ADDITIONAL CONTEXT AND EVIDENCE

During the academic year, SAH faced significant staffing challenges that impacted instructional consistency and scholar outcomes. In 3rd grade, two co-teachers resigned mid-year, leaving one stable teacher, one long-term substitute, and a rotation of short-term substitutes covering the class. In 5th grade, the assigned teacher left at the beginning of the year, requiring the leadership team to step in to teach core content, followed by a series of short-term substitutes. A newly hired teacher later assumed the role but had to take long-term jury duty, after which a long-term substitute maintained coverage from February through June.

These staffing disruptions occurred in a context where no dedicated support staff—such as interventionists, Special Education coordinators, or instructional coaches—were available to support instruction. Consequently, the principal and assistant principal assumed multiple roles, including direct teaching, coaching, and instructional leadership, to maintain continuity and support scholars' learning.

Despite these challenges, scholars demonstrated measurable growth, particularly among those enrolled for two or more years, highlighting the resilience of the school's instructional framework and leadership team in maintaining focus on student learning.

ELA ACTION PLAN

The school will implement grade-specific and cohort-focused interventions to improve ELA proficiency. In 3rd grade, where long-term scholars demonstrated 56% proficiency but overall achievement was 35%, the school will provide intensive small-group instruction targeting foundational literacy, phonics, and Close Reading using RedThread Foundations and Knowledge. Weekly progress monitoring will identify scholars at risk and allow interventions to be adjusted to meet individual needs.

In 4th and 5th grades, targeted support will focus on scholars with persistent gaps, including those performing below proficiency and scholars with disabilities, ensuring equitable outcomes. Small-group instruction, scaffolded lessons, and skill-specific interventions will be paired with ongoing coaching and direct instructional support from the principal and assistant principal to strengthen teaching and learning.

Instruction across all grades will be guided by NYS assessments, unit tests, and progress monitoring data. These efforts aim to increase proficiency for scholars enrolled two or more years to 50% or higher and promote sustained academic growth school-wide.

GOAL 2: MATHEMATICS

Storefront Academy Harlem scholars will demonstrate understanding and application of mathematical computation and problem solving strategies.

BACKGROUND

Curriculum

Storefront Academy Harlem utilizes Savvas Learning Company's [enVision](#) Math curriculum, which incorporates problem-based learning to encourage critical thinking, real-world problem evaluation, and peer collaboration. The curriculum is supported by on-demand professional development and supplemental resources for students with disabilities, diverse learning styles, and ELLs. The digital component of enVision Math was especially beneficial throughout SY 24-25 for providing visual support during instruction. Additionally, the curriculum offers guidance for teachers in prompting, questioning, and extending learning to enhance rigor. Teachers use enVision Math to scaffold lessons and support scholars through productive struggle, making their thinking visible and facilitating independent learning.

In the 2023-24 school year, Storefront Academy Harlem also adopted SAVVAS Success Maker, an adaptive learning system that delivers a personalized learning experience, adjusting in real time to meet each student's individual needs.

Instruction

As outlined in the ELA section of this report, SACS Harlem has integrated the 5 E's of Learning (engage, explore, explain, extend, evaluate) for SY 2024-25. Teachers initiate lessons with engaging and interactive resources to introduce new math topics, vocabulary, and strategies. They model concepts and provide guided practice through a gradual release approach. To assess progress, teachers use "Do Nows," checks for understanding, and quick observations to determine when to transition students to independent practice. During independent or small group work, teachers provide targeted coaching based on specific learning goals and anticipated misconceptions. Scholars are encouraged to articulate **their** problem-solving process through Turn and Talks, discourse, and class participation, thereby amplifying their voices and reinforcing their understanding.

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Assessment

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

Professional Development

All teachers participate in a summer institute for professional development each August. In SY 2024-25 and 2025-26 teachers engaged in the enVision workshop. Teachers also convene for weekly intellectual prep sessions to review current lessons, address misconceptions, and discuss scholars' progress, both excelling and struggling. These meetings include analyzing scholar work to identify trends, check for understanding, monitor progress, and inform instructional decisions. Our partnership with Savvas provides ongoing content-based workshops, enhancing our instructional practices. Instructional leaders at Harlem leverage weekly Intellectual Preparation Meetings, biweekly Harlem Huddles, and monthly data dives to support content development, schoolwide initiatives, and curriculum enhancement, with a focus on enVision content-specific professional development.

ELEMENTARY MATHEMATICS

Math Measure 1 - Absolute

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

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

2024-25 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	17			2			1	20
4	14							14
5	14							14
All	45			2			1	48

Performance on 2024-25 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

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Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	17	5	29%	9	4	44%
4	14	5	36%	12	4	33%
5	14	6	43%	13	6	46%
All	45	16	36%	34	14	41%

Math Measure 2 - Absolute

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

METHOD

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

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
45	24%	38%	31%	4%

$$PI = 0 * [24\%]_{\text{Level 1}} + 1 * [38\%]_{\text{Level 2}} + 2 * [31\%]_{\text{Level 3}} + 2.5 * [4\%]_{\text{Level 4}} = [110]$$

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	44%	9	46%	596
4	33%	12	49%	639
5	46%	13	44%	638
All	41%	34	47%	1,873

Math Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁹

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	100.0	438.0	442.8	-0.36
4	100.0	434.0	444.5	-0.67
5	92.3	437.0	441.7	-0.34
All	98.0	436.1	443.2	-0.48

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

Math Measure 5 - Growth

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

METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.¹⁰

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

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	27.0	50.0
5	29.6	50.0
All	28.1	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During the 2024–25 school year, Storefront Academy Harlem systematically evaluated scholar achievement and growth using NWEA MAP assessments, administered at the beginning, middle, and end of the year. Student growth was measured as the difference between beginning-of-year and end-of-year RIT scores, with the school setting clear expectations: scholars whose fall scores did not meet proficiency were expected to achieve at least 55 by the spring administration, and scholars with disabilities were expected to demonstrate growth equal to or greater than the median of their general education peers.

MAP results indicate that the school’s median growth percentile for grades 3–5 exceeded the 50th percentile, with 3rd grade at 41%, 4th grade at 55%, 5th grade at 57%, and schoolwide growth at 51%, demonstrating that scholars made meaningful academic progress over the year. In terms of achievement, 3rd grade scholars achieved 40% proficiency overall and 45% for scholars enrolled two or more years, 4th grade achieved 57% overall and 58% for scholars enrolled two or more years, and 5th

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

grade achieved 50% overall and 54% for scholars enrolled two or more years, with schoolwide proficiency at 48% and 53% for long-term scholars.

These results illustrate that sustained enrollment at Storefront Academy Harlem has a positive impact on scholar outcomes. The school's consistent use of data to monitor progress, identify trends, and implement targeted interventions—including differentiated instruction, small-group supports, and specialized coaching for scholars with disabilities—demonstrates the school's capacity to maintain and accelerate growth. This commitment to continuous, data-driven improvement ensures that all scholars, including those who are historically underserved, are positioned to achieve proficiency and demonstrates the school's readiness to continue delivering high-quality academic outcomes in a renewed charter term.

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP Assessment

NWEA MAP

METHOD

Storefront Academy Harlem utilized the NWEA MAP mathematics assessment to track and measure students' projected learning and performance growth. The assessment was administered three times throughout the academic year: August-September 2024 for baseline data, January-February 2025 for the first post-test and growth benchmark, and May-June 2025 to measure overall annual performance growth. Additionally, the Exact Path digital learning platform provided formative and summative math skills assessments tailored to each student's individual learning path, addressing specific learning deficits.

Performance data from both assessments can be found in the "Results and Evaluation" section below. To assess whether Storefront Academy Harlem achieved its mathematics goals, the school employed the following four measures:

1. The school's median growth percentile of third through fifth graders was greater than 50. Student growth was defined as the difference between the beginning-of-year score and end-of-year score.
2. 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.
3. The growth of students with disabilities will be equal to or greater than the median growth of their general education peers.

In addition:

4. 75% of third through fifth graders 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.

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RESULTS AND EVALUATION

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹¹	Number Tested	Percent Proficient	Number Tested
3	40%	20	45%	11
4	57%	14	58%	12
5	50%	14	54%	13
All	48%	48	53%	36

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

Grades	Median Growth Percentile	Number Tested
3	41	18
4	55	13
5	57	14
All	51	45

2024-25 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	45	51	Yes
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	45	44	No

¹¹ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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Measure	Subgroup	Target	Tested	Results	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	55	18	55	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹³	Students in at least their 2nd year at the school	75%	36	53%	No

SUMMARY OF THE MATHEMATICS GOAL

During the 2024–25 school year, Storefront Academy Harlem systematically evaluated scholar achievement and growth using NWEA MAP assessments, administered at the beginning, middle, and end of the year. Student growth was measured as the difference between beginning-of-year and end-of-year RIT scores, with the school setting clear expectations: scholars whose fall scores did not meet proficiency were expected to achieve at least 55 by the spring administration, and scholars with disabilities were expected to demonstrate growth equal to or greater than the median of their general education peers.

NWEA MAP results indicate that the school’s median growth percentile for grades 3–5 exceeded the 50th percentile, with 3rd grade at 41%, 4th grade at 55%, 5th grade at 57%, and schoolwide growth at 51%, demonstrating that scholars made meaningful academic progress over the year. In terms of achievement, 3rd grade scholars achieved 40% proficiency overall and 45% for scholars enrolled two or more years, 4th grade achieved 57% overall and 58% for scholars enrolled two or more years, and 5th grade achieved 50% overall and 54% for scholars enrolled two or more years, with schoolwide proficiency at 48% and 53% for long-term scholars.

These results illustrate that sustained enrollment at Storefront Academy Harlem has a positive impact on scholar outcomes. The school’s consistent use of data to monitor progress, identify trends, and implement targeted interventions—including differentiated instruction, small-group supports, and specialized coaching for scholars with disabilities—demonstrates the school’s capacity to maintain and accelerate growth. This commitment to continuous, data-driven improvement ensures that all scholars, including those who are historically underserved, are positioned to achieve proficiency and

¹² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

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

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demonstrates the school's readiness to continue delivering high-quality academic outcomes in a renewed charter term.

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.	No
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.	No
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.	No
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.	No
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.	No

EVALUATION OF THE MATHEMATICS GOAL

In mathematics, the school did not meet its established benchmarks for 2025, achieving 0 out of 5 goals. The primary measures included: (1) 75% of scholars enrolled for two or more years will perform at proficiency on the NYS exam, and (2) proficiency for scholars with two or more years of enrollment will exceed district performance.

Achievement results show that 29% of 3rd graders (44% for 2+ year scholars), 36% of 4th graders (33% for 2+ year scholars), and 43% of 5th graders (46% for 2+ year scholars) scored proficient, resulting in a schoolwide proficiency rate of 36% (41% for 2+ year scholars).

When comparing scholars enrolled for two or more years to the district, results remained mixed: 3rd grade scholars scored 44% proficient versus 46% districtwide, 4th grade 33% versus 49%, 5th grade 46% versus 44%, and schoolwide 41% versus 47%.

Overall proficiency distribution further indicates that 24% of scholars scored at Level 1, 38% at Level 2, 31% at Level 3, and only 4% at Level 4. These results highlight a concentration in the mid-performance bands and a need to move more scholars into Levels 3 and 4.

Although the school did not meet its ambitious goals, results show a 3% increase in overall math proficiency from the previous year, indicating progress and a positive trajectory. Continued focus on data-driven small-group instruction, targeted interventions, and strengthened curriculum implementation will be prioritized to close remaining gaps and move scholars toward higher levels of proficiency.

ADDITIONAL CONTEXT AND EVIDENCE

While SAH did not meet its 2024–25 Math NY State Test accountability goals, the data provides important insight into areas of growth and ongoing challenge. Notably, scholars demonstrated a 3% increase in proficiency compared to the previous year, signaling that instructional adjustments are beginning to have impact. Additionally, scholars enrolled at the school for two or more years consistently outperformed their peers new to the program, achieving a 41% proficiency rate compared to 36% overall. This demonstrates that sustained exposure to the school’s instructional model yields stronger results over time.

Several factors influenced performance outcomes. First, a large percentage of scholars entered below grade level, with 24% scoring at Level 1 on the 2025 NYS Exam. The growing population of multilingual learners and scholars with disabilities, both of whom require additional targeted support, also contributed to performance gaps. However, growth in 5th grade proficiency (46% of scholars with two-plus years compared to 43% overall) highlights the school’s ability to accelerate achievement when supports are in place.

In response, the school has strengthened its math program by adding a dedicated 30-minute small-group math block to the daily schedule, implementing differentiated intervention groups guided by NWEA MAP and enVision data, and expanding professional development through Savvas Learning Company to deepen teacher expertise in problem-based learning and differentiation. Progress monitoring and data dives are now held monthly to ensure instructional adjustments are responsive and timely.

These actions, combined with a clear emphasis on scholar persistence and family engagement, provide evidence that the school is positioned to close gaps and achieve stronger outcomes in the next charter term.

MATHEMATICS ACTION PLAN

Based on the 2025 NYS Math Exam results, Storefront Academy Harlem has developed a targeted action plan to improve proficiency and close achievement gaps. While the school did not meet its goals, overall proficiency increased by 3% from the previous year, demonstrating progress. To strengthen performance, the school will implement targeted interventions in grades with lower proficiency, particularly 3rd and 4th grades. Teachers will provide small-group instruction during extended math blocks, offer focused foundational skill support, and provide after-school/weekend tutoring to accelerate learning. Fifth grade scholars will receive problem-solving and test-preparation support to ensure readiness for state assessments.

Newly enrolled scholars will participate in academic onboarding programs and mentoring to close gaps with peers enrolled for two or more years. Scholars with disabilities will receive aligned intervention blocks, co-teaching, and biweekly progress monitoring, while multilingual learners will benefit from scaffolded supports, embedded language objectives, and targeted vocabulary instruction. Instructionally, teachers will implement the 5E model—Engage, Explore, Explain, Extend, Evaluate—with frequent checks for understanding and adjustments based on NYS Math Exam data and curriculum benchmarks.

The measurable target for this plan is that scholars enrolled for two or more years will achieve at least 50% proficiency on the NYS Math Exam, and subpopulations including scholars with disabilities and multilingual learners will demonstrate comparable growth. Through these strategic interventions, Storefront Academy Harlem is positioned to improve outcomes, close achievement gaps, and strengthen overall math performance across all grades.

GOAL 3: SCIENCE

Apply science standards and explain findings through evidence-based reasoning.

BACKGROUND

Curriculum

Based on the results of our recent science data, the leadership team conducted a comprehensive, side-by-side curriculum comparison over the summer and selected the Experience Science curriculum by Savvas to strengthen science instruction across grades. This curriculum is fully aligned with the 5E instructional model (Engage, Explore, Explain, Extend, Evaluate) and the Next Generation Science Standards (NGSS), ensuring that scholars engage in hands-on, inquiry-driven learning that builds both conceptual understanding and practical skills.

To support effective implementation, teachers will receive content-specific professional development, including scripted lessons and guidance designed for our predominantly new staff, with embedded differentiation strategies to support multilingual learners (MLLs) and scholars with disabilities. Scholars will have portfolios that provide immediate practice opportunities and serve as tools for ongoing assessment. Each classroom will also have experiment kits to reinforce hands-on learning aligned to the curriculum.

The master schedule has been revised to ensure that 4th and 5th grade scholars receive science instruction five days a week, increasing exposure and consistency. Additionally, a curriculum consultant will work with teachers monthly to provide coaching, model lessons, and ensure fidelity of implementation. Through these structured supports, Storefront Academy Harlem is positioned to deepen science understanding, promote engagement, and accelerate growth for all scholars.

Instruction

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

Assessments

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

Professional Development

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

ELEMENTARY 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.

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

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

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	13	2	15%
All	13	2	15%

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.

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

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	13	2	15%	N/A	N/A	N/A
All	13	2	15%	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

During the 2024–25 school year, Storefront Academy Harlem set a goal for 75% of scholars enrolled for two or more years to achieve proficiency on the NYS Science Exam. While this goal was not met, only 15% of long-term scholars scored proficient, the school has taken proactive steps to address the gap and accelerate science learning. In response, the leadership team conducted a comprehensive curriculum review over the summer and selected the Experience Science curriculum by Savvas, fully aligned to the 5E instructional model and NGSS standards.

To support implementation, teachers received an initial half-day deep dive during the Summer Institute, along with ongoing monthly consultant-led professional development, scripted lessons for predominantly new staff, and guidance on differentiating instruction for multilingual learners and

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scholars with disabilities. Scholars now engage in daily science instruction in grades 4 and 5, hands-on experiments using classroom kits, and portfolio-based assessments that provide immediate practice and feedback.

These strategic interventions—combined with a revised master schedule, robust teacher supports, and data-informed instruction—are designed to accelerate growth, build foundational and conceptual science skills, and ensure that all scholars, including those enrolled for multiple years, move toward achieving proficiency in future assessments.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A (Data was not available for this measure as of 9/15/25)
	[Write in optional measure here]	

EVALUATION OF THE SCIENCE GOAL

During the 2024–25 school year, Storefront Academy Harlem evaluated its science goal using the NYS Science Exam and internal assessments. The target was for 75% of scholars enrolled for two or more years to achieve proficiency; however, only 15% scored proficient. This evaluation identified gaps in content knowledge and inquiry skills, prompting a strategic response. The school selected the Experience Science curriculum by Savvas, aligned to the 5E model and NGSS standards, and supported teachers with a Summer Institute deep dive, monthly consultant-led PD, scripted lessons, differentiation for multilingual learners and scholars with disabilities, and scholar portfolios with hands-on experiments. The master schedule was adjusted to provide daily science instruction for 4th and 5th grades. These targeted interventions, combined with ongoing data analysis, position scholars to accelerate growth and increase proficiency in future assessments.

ADDITIONAL CONTEXT AND EVIDENCE

Storefront Academy Harlem recognizes that the 2024–25 NYS Science Exam results reflect both the challenges and opportunities within our current instructional framework. The low proficiency rates, particularly among scholars enrolled for two or more years, underscore the need for a more rigorous, structured, and hands-on science program. Over the summer, the leadership team conducted a comprehensive curriculum comparison, which confirmed that a more inquiry-driven, NGSS-aligned approach would best support scholar learning.

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The school has implemented the Experience Science curriculum by Savvas, which provides scripted lessons for our predominantly new staff, embedded differentiation for multilingual learners and scholars with disabilities, experiment kits, and scholar portfolios that allow immediate application and demonstration of understanding. Instructional time has been increased, with 4th and 5th grade scholars receiving science five days a week, ensuring consistent exposure and practice. Teachers received an initial Summer Institute deep dive and will continue to participate in monthly consultant-led professional development, enabling them to deliver the curriculum with fidelity.

These deliberate strategies provide strong evidence of the school's commitment to improving science outcomes. By integrating robust instructional supports, targeted interventions, and frequent assessment, the school is positioned to accelerate scholar growth, close achievement gaps, and ensure measurable proficiency gains in future assessments.

End of Year Performance on 2024-2025 NWEA MAP Science Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	50%	14	54%	13
All	50%	14	54%	13

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

Grades	Median Growth Percentile	Number Tested
5	48	14
All	48	14

ACTION PLAN

Based on the 2024–25 NYS Science Exam and NWEA MAP data, Storefront Academy Harlem has developed a targeted action plan to improve science proficiency and growth. While only 15% of scholars enrolled for two or more years scored proficient on the NYS Science Exam, NWEA MAP data indicate that 50% of 5th graders scored proficient, with scholars enrolled for two or more years achieving 54% proficiency, highlighting both progress and areas needing additional support.

To address these gaps, the school has implemented the Experience Science curriculum by Savvas, aligned to the 5E instructional model and NGSS standards, emphasizing hands-on, inquiry-based learning. Teachers received an initial Summer Institute half-day deep dive and continue to engage in monthly

consultant-led professional development to ensure fidelity of implementation. Instruction is further supported by scripted lessons, experiment kits, and scholar portfolios, providing immediate practice and ongoing assessment of mastery.

Strategic interventions include daily science instruction for 4th and 5th grades, small-group instruction for scholars who are below proficiency, and targeted differentiation for multilingual learners and scholars with disabilities. Assessment data from both NYS exams and NWEA MAP are used to guide instruction, monitor growth, and adjust interventions. These measures ensure that all scholars, particularly long-term students, receive the support necessary to accelerate learning, close achievement gaps, and increase proficiency on both state and internal measures.

GOAL 4: ESSA

ESSA Measure 1

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

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2022-23	Good Standing
2023-24	Good Standing
2024-25	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

Storefront Academy Charter School Harlem recognizes that in order to qualify for a 5-year renewal, it must make unambiguous academic growth as measured by ESSA indicators of scholar achievement and progress. Over the past renewal cycle, the school has laid a foundation for improvement through targeted instructional supports, aligned curriculum, and the establishment of robust assessment systems.

While Storefront Academy Harlem has demonstrated strengths in scholar engagement, culture, and access to rigorous learning opportunities, achievement data indicates that academic outcomes in literacy and mathematics have not consistently met grade-level expectations across all subgroups. The school acknowledges this gap and understands that SUNY will expect a clear, data-driven record of scholar academic growth in the current 2025-2026 academic school year.

To ensure unambiguous academic gains, Storefront Academy Harlem is committed to:

1. **Standards-Aligned Curriculum:** Fully implementing a coherent, research-based curriculum in ELA, Science, and Mathematics aligned to state standards.
2. **Data-Driven Instruction:** Using interim, formative, and summative assessment data to monitor progress, adjust instruction, and provide targeted interventions.
3. **Growth Targets:** Setting ambitious but attainable annual growth benchmarks, with a specific focus on moving scholars performing below proficiency toward grade-level mastery.
4. **Equity in Outcomes:** Monitoring subgroup performance to ensure that English Language Learners/Multi Language Learners, students with disabilities, and historically underserved populations all demonstrate measurable growth.
5. **Professional Development:** Providing ongoing coaching and professional learning for teachers in high-impact instructional practices, differentiation, and the use of data to drive scholar learning.
6. **Accountability Systems:** Establishing transparent reporting structures so that staff, families, and all necessary stakeholders can monitor year-to-year growth through both state accountability metrics and internal benchmarks.

By systematically implementing these strategies, Storefront Academy Harlem will show unambiguous evidence of scholar academic growth in both proficiency rates and growth percentiles. Specifically, the school is committed and determined to make year-over-year improvement on state assessments, with growth targets set to exceed state averages in reading and mathematics. Internal assessments will provide leading indicators to verify progress throughout the year, ensuring the school stays on track to meet ESSA performance expectations.

Storefront Academy Harlem understands that renewal is contingent on demonstrating consistent, measurable academic growth for all students. Through aligned curriculum, targeted instruction, rigorous accountability systems, and a school-wide focus on equity, the school will provide clear evidence that it is preparing every student for success and merits a full 5-year renewal term.