



STOREFRONT ACADEMY CHARTER SCHOOL SOUTH BRONX

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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By: Carol Singletary, Principal

Yoselyn Fernandez, Assistant Principal

609 Jackson Avenue, Bronx, NY 10455

646-758-7201

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
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Richard Bayles	Trustee	Executive & Finance Committees
Amanda Low	Trustee	Academic Committee

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

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

SCHOOL OVERVIEW

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

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

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

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

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

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

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

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

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

KEY DESIGN ELEMENTS

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

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

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

NOTABLE CHANGES TO THE ACADEMIC PROGRAM

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

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

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

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

Actions to accelerate learning

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

monitoring. Teachers developed their capacity and practice in using rubrics to categorize student work and identify responsive next steps.

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

ENROLLMENT SUMMARY

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

GOAL 1: ENGLISH LANGUAGE ARTS

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

BACKGROUND

Curriculum

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

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

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	29		6					35
4	41	1	5	1				48
5	47		1					48
All	117	1	12	1				131

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	29	24	82.76%	27	24	88.89%
4	41	39	95.12%	33	32	96.97%
5	47	25	53.19%	43	23	56.10%
All	117	88	75.21%	103	79	76.69%

ELA Measure 2 - Absolute

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

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

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

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

English Language Arts 2024-25 Performance Index

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

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

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	88.89%	27	46.9%	636
4	96.97%	33	40.8%	669
5	56.10%	43	49.6%	671
All	76.69%	103	45.77%	1976

ELA Measure 4 - Comparative

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

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

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

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

2023-24 English Language Arts Comparative Performance by Grade Level

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

ELA Measure 5 - Growth

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

METHOD

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

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

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

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

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

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

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

ELA INTERNAL EXAM RESULTS

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

METHOD

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

NWEA - ELA

2024-25 NWEA MAP ELA Assessment End of Year Results

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

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

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

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

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

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

⁶ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

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

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

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SUMMARY OF THE ELA GOAL

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8. [76.69% of students were proficient]	YES
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system. [At 222.5 vs 117.3]	YES
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison. [76.69% vs 45.77%]	YES
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. [1.31 vs 0.3]	YES
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. [54.1 vs 50]	YES

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁹	Number Tested	Percent Proficient	Number Tested
3	56	36	66	32
4	71	48	82	41
5	43	47	43	44
All	56	131	64	117

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

EVALUATION OF ELA GOAL

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

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

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

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

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

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

ADDITIONAL CONTEXT AND EVIDENCE

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

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

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

ELA ACTION PLAN

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GOAL 2: MATHEMATICS

Curriculum

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

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

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

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

Instruction

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

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

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

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

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

Professional Development

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

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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

2024-25 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	31		4						35
4	42		6						48
5	45	2	1						48
All	118	2	11						131

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	31	28	90%	29	26	90%
4	42	36	86%	35	30	86%
5	45	26	58%	42	23	55%
All	118	90	76%	106	79	75%

Math Measure 2 - Absolute

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

METHOD

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

Mathematics 2024-25 Performance Index (PI)

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

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

Math Measure 3 - Comparative

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	90	29	53	661
4	86	35	45	679
5	55	42	41	686
All	75	106	46	2026

Math Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.¹⁰

2023-24 Mathematics Comparative Performance by Grade Level

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Math Measure 5 - Growth

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

METHOD

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

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

2023-24 Mathematics Mean Growth Percentile by Grade Level

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

MATHEMATICS INTERNAL EXAM RESULTS

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

NWEA - MATH

2024-25 NWEA MAP Mathematics Assessment End of Year Results

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	131	58	Yes [+8]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th 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	58	59	Yes [+4]
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹²	58	38	49	No [-9]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹³	2+ students	75%	114	62%	No [-13]

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹⁴	Number Tested	Percent Proficient	Number Tested
3	69	35	70	33
4	63	48	67	38

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

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

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

5	47	47	22	40
All	60	134	47	112

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

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

SUMMARY OF THE MATHEMATICS GOAL

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	YES
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system. [207 vs 119.3]	YES
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison. [75 vs 46]	YES
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. [1.26 vs 0.3]	YES

Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. [51 vs 50]	YES
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EVALUATION OF THE MATHEMATICS GOAL

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

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

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

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

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

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

Additional Context and Evidence

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

MATHEMATICS ACTION PLAN

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

GOAL 3: SCIENCE

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

BACKGROUND

Curriculum

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

Instruction

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

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

Professional Development

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

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

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

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

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

Science Measure 2 - Comparative

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

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

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	41	16	39%			
All	41	16	39%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison. [39% vs]	N/A

EVALUATION OF THE SCIENCE GOAL

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

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

ADDITIONAL CONTEXT AND EVIDENCE

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

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

ACTION PLAN

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

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

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

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

ADDITIONAL CONTEXT AND EVIDENCE

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

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

Chronic Absenteeism

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

Staffing Challenges

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

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

Shifts in Student Demographics

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

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

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

