

Application: Storefront Academy Harlem

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

Entry 1 – School Information and Cover Page

Completed - Jul 23 2025

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the Annual Report Portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2024-2025 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2025**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

Storefront Academy Harlem Charter School

b. Unofficial or Popular School Name

(No response)

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

Please select the correct authorizer as of June 30, 2025 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. District/CSD of Location

New York City Community School District # 5

e. Date of Approved Initial Charter

Feb 1 2019

f. Date School First Opened for Instruction

Aug 27 2019

g. Approved School Mission

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

SUNY - NA

h. Approved Key Design Elements

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

SUNY - NA

i. School Website Address

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

j. Authorized Charter Enrollment for 2024-2025 School Year

220

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

101

l. Grades Served

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

Responses Selected:

Kindergarten

1

2

3

4

5

m. Charter Management Organization/Educational Management Organization

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

No

FACILITIES INFORMATION

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

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

No, just one site.

School Site 1 (Primary)

n1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2024-2025 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2025-2026 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	445 E 115th St, New York, NY 10029	646-328-9730	New York City Community School District # 5	K-5	K-5	Yes: K-5

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Taleema Chesney	Principal	646-328-9730	856-562-7319	tchesney@storefrontacademycs.org
Operational Leader	Hannah Fitsum	Ops Lead	646-328-9730	770-527-9527	hfitsum@storefrontacademycs.org
Compliance Contact	Marie Lucas	Director of HR/Compliance & Finance Ops	646-328-9730	347-898-8339	mlucas@storefrontacademycs.org
Complaint Contact	Marie Lucas	Director of HR/Compliance & Finance Ops	646-328-9730	347-898-8339	mlucas@storefrontacademycs.org
DASA Coordinator	Amia Fisher	Assistant Principal	646-328-9730	856-246-7121	afisher@storefrontacademycs.org
Phone Contact for After Hours Emergencies	Taleema Chesney	Principal	646-328-9730	856-562-7319	tchesney@storefrontacademycs.org

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

Private Space

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

Responses Selected:

Not Co-Located

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

n1e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2025.

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

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

Site 1 Certificate of Occupancy (COO)

[Final Certificate of Occupancy - 443 E. 115th Street \(60159493x7ADE8\) \(1\) \(3\).pdf](#)

Filename: Final Certificate of Occupancy - 443 E. 115th Street (60159493x7ADE8) (1) (3).pdf **Size:** 35.6 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

[Fire Inspection.pdf](#)

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

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

Separate by semi-colon (;)

N/A

p1. Total Number of School Calendar Days

178

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

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

CHARTER REVISIONS DURING THE 2024-2025 SCHOOL YEAR

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

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

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

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2024-2025 Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Robert Keogh
Position	VP of Finance
Phone/Extension	504-250-3347
Email	rkeogh@4thsectorsolutions.com

s. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, this will constitute grounds for the revocation of our charter.

Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#).

Click **YES** to agree.

Responses Selected:

Yes


Signature, Head of Charter School

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

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to be "Tom" followed by a large, stylized flourish that extends to the right.

Signature, President of the Board of Trustees

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



Date

Jul 23 2025



Thank you.

Entry 2 – Links to Critical Documents on School Website

Completed - Jul 23 2025

Instructions

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

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

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

^[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., repost when financials have been submitted in November.)

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

Entry 2 – Links to Critical Documents on School Website

School Name: Storefront Academy Harlem

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

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link from the school's website](#) for each of the items. All links must be readily found on the school's website.

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

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

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

Responses Selected:

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



Thank you.

Entry 3 – Board of Trustees Membership Table

Completed - Jul 23 2025

Instructions

Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 3 – Board of Trustees Membership Table

1. **SUNY-AUTHORIZED** charter schools are required to provide information for VOTING trustees only.
2. **REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED** charter schools are required to provide information for all VOTING and NON-VOTING trustees.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2024-2025 Board Member Information (Enter info for each BOT member)

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2024-2025
1	Richard Bayles	richard@karaniaset.com	Trustee/Member	Executive	Yes	7	07/01/2025	06/30/2026	9
2	Peter Low	peterdavidlow@gmail.com	Chair	Executive, Finance	Yes	5	07/01/2025	06/30/2026	12
3	Amanda Low	amandaklow@aol.com	Trustee/Member	Academic	Yes	5	07/01/2025	06/30/2026	12
4	Jonathan Stearns	Jstearns@stearnsap.com	Treasurer	Finance	Yes	7	07/01/2025	06/30/2026	8
5	Jewell Stewart	JewellChristianStewart@gmail.com	Vice Chair	Academic	Yes	1	07/01/2025	06/30/2026	11
6	Justin Tolliver	jt.tolliver21@gmail.com	Trustee/Member	Executive	Yes	4	07/01/2024	09/30/2024	5 or less
7	Atta Acheampong	Ghn1A@hotmail.com	Trustee/Member		Yes	7	11/1/2024	06/30/2025	7
8	Gretchen Pusch	gretchen.pusch@gmail.com	Trustee/Member	Academic	Yes	7	07/01/2024	07/31/2025	5 or less
9									

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

No

2. Number of board meetings conducted in 2024-2025

12

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

12

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

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

Thank you.

Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 26 2025

Instructions

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2024-2025 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) due **no later than 11:59 PM on August 1, 2025**. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2024-2025 school year completes the form.**

Charter schools MUST submit the latest version of the form. Forms completed from past years will not be accepted.

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[SA Board Disclosures](#)

Filename: SA Board Disclosures.pdf Size: 824.2 kB

Entry 6 – Enrollment & Retention

Completed - Jul 23 2025

Instructions

Required of ALL Charter Schools

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

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

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

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

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

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Jul 23 2025

Instructions

Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools MUST ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee.

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

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at [NYSED CSO Employee Clearance and Fingerprint Memo](#) or visit the NYSED website at [Who Must Be Fingerprinted Charts](#) for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo](#).

Attestation

Responses Selected:

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

Entry 9 – School Calendar

Completed - Jul 23 2025

Instructions

Required of ALL Charter Schools

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

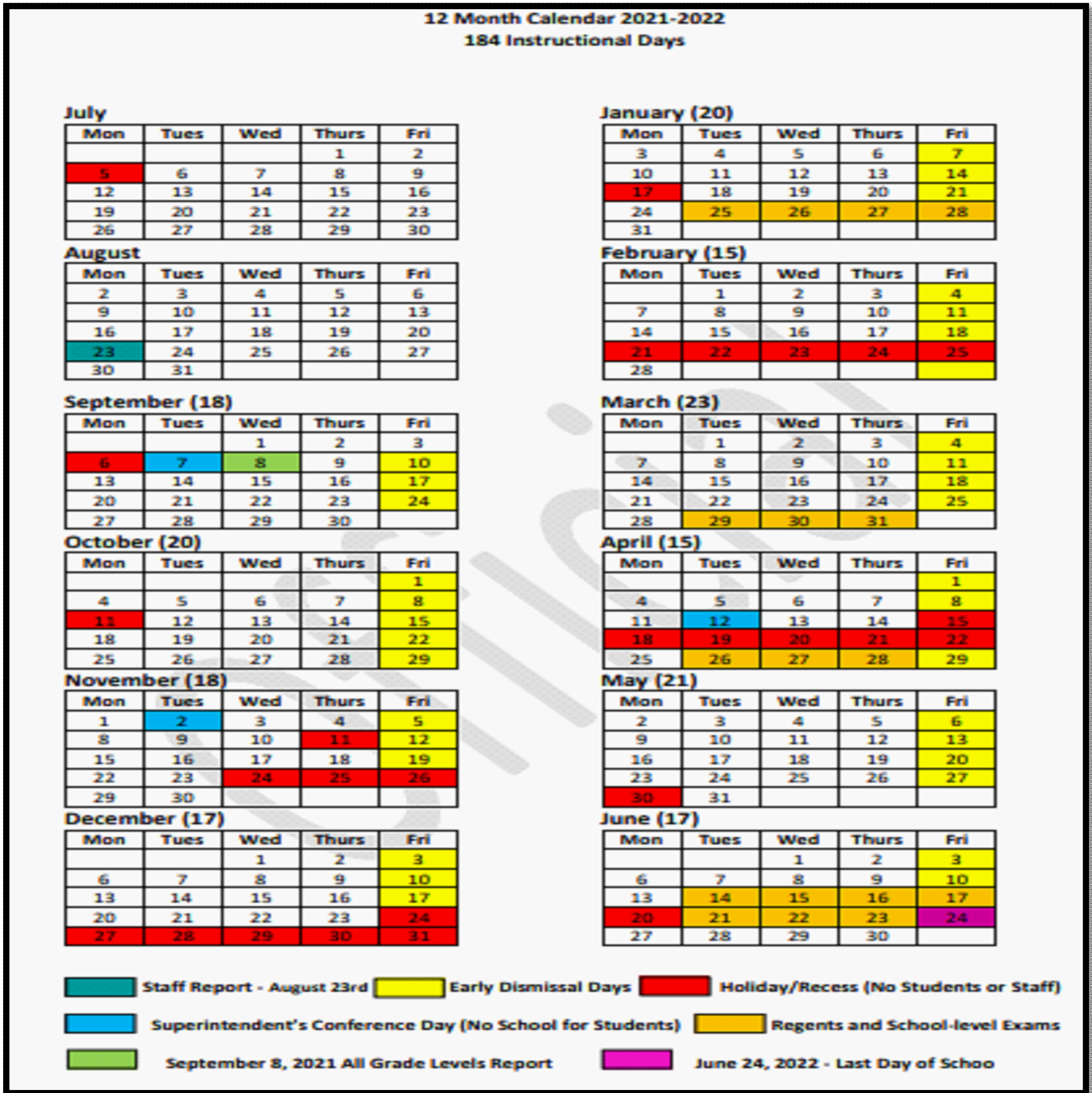
School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools are also required to submit **school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. Schools must use a calendar format and ensure there is a monthly tally of instructional days.**

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

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

Sample Calendar:



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

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

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

Completed - Sep 15 2025

Instructions

SUNY-Authorized Charter Schools ONLY - Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal **and** into the SUNY Epicenter document management system **no later than 11:59 PM on September 15, 2025**.

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

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

Filename: 2024-25 SAH Accountability Plan Progress Report.pdf Size: 1.0 MB

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

Incomplete

Instructions

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

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

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

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

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

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

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

No Responses Selected

PROGRESS TOWARD CHARTER GOALS

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

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 3, 2025.

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE-authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 3, 2025**.

2. ORGANIZATION GOALS

2024-2025 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

3. FINANCIAL GOALS

2024-2025 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

Thank you.

Entry 12 – Audited Financial Statements

Completed - Oct 30 2025

Required of ALL Charter Schools

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

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

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

[2025 Storefront Charter School FS](#)

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

Entry 13 – Fiscal Year 2025-2026 Budget

Incomplete

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

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

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

Optional Additional Documents to Upload (BOR)

Completed - Oct 30 2025

[NA](#)

Filename: NA.docx Size: 13.3 kB

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

Trustee Name:

Amanda Low

Name of Charter School Education Corporation:

Storefront Academy Charter Schools

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

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Signed by:

CA462242F56A448...

July 23, 2025

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Atta Acheampong

Name of Charter School Education Corporation:

Storefront Academy Charter Schools

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

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

DocuSigned by:

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July 23, 2025

Signature

Date

Acceptable signature formats include:

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

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

Trustee Name:

Richard Bayles

Name of Charter School Education Corporation:

Storefront Academy Charter Schools

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

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

DocuSigned by:
Richard Bayles
7FECCA95E1A1489...

July 23, 2025

Signature

Date

Acceptable signature formats include:

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

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

Trustee Name:

Peter Low

Name of Charter School Education Corporation:

Storefront Academy Charter Schools

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

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

DocuSigned by:

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July 23, 2025

Signature

Date

Acceptable signature formats include:

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- Print form, manually sign, scan to PDF

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

Trustee Name:

Jonathan Stearns

Name of Charter School Education Corporation:

Storefront Academy Charter Schools

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

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

DocuSigned by:
JONATHAN STEARNS
DD0E11EB0D04415...

July 23, 2025

Signature

Date

Acceptable signature formats include:

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

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

Trustee Name:

Jewell Stewart

Name of Charter School Education Corporation:

Storefront Academy Charter Schools

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

Vice Chair of the Board, Chair of the Academic Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

N/A

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

N/A

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

N/A

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
N/A	N/A	N/A	N/A

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None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
N/A	N/A	N/A	N/A	N/A

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

929-866-5130

Business Address:

665 Willoughby Ave Brooklyn NY 11206

E-mail Address:

Jewellchristianstewart@gmail.com

Home Telephone:

5163758776

Home Address:

956 Orlando Ave West Hempstead NY 11552

Signed by:

303FB60572BC4D5...

June 23, 2025

Signature

Date

Acceptable signature formats include:

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

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

Trustee Name:

Gretchen Pusch

Name of Charter School Education Corporation:

Storefront Academy Charter Schools

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

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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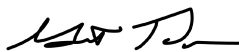
Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



July 23, 2025

Signature

Date

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last revised 04/2022

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

Trustee Name:

Justin Tolliver

Name of Charter School Education Corporation:

Storefront Academy

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

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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None

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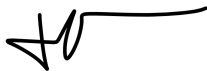
Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



July 23, 2025

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last revised 04/2022

SACS FAMILY FACING CALENDAR SY 25-26

KEY:

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

SACS FAMILY FACING CALENDAR SY 25-26

KEY:

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

SACS NETWORK ASSESSMENT SCHEDULE

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

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



**Storefront Academy Charter School
Harlem Campus**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2025

By: Taleema Chesney & Amia Fisher

445 E. 115th St.
New York, NY 10039

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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
Jewel Stewart	Vice Chair	Executive, Academic
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.

- **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.

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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.

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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>.

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.

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%

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

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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>.

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

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.



Storefront Academy Charter School dba Storefront Academy Charter School South Bronx

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

June 30, 2025 and 2024



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

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Independent Auditor's Report

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

Report on the Audit of the Financial Statements

Opinion

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

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

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Storefront Academy Charter School dba Storefront Academy Charter School South Bronx, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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

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

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Storefront Academy Charter School dba Storefront Academy Charter School South Bronx's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Storefront Academy Charter School dba Storefront Academy Charter School South Bronx's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Storefront Academy Charter School dba Storefront Academy Charter School South Bronx's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

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

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2025 on our consideration of Storefront Academy Charter School dba Storefront Academy Charter School South Bronx's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Storefront Academy Charter School dba Storefront Academy Charter School South Bronx's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Storefront Academy Charter School dba Storefront Academy Charter School South Bronx's internal control over financial reporting and compliance.

Forvis Mazars, LLP

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

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

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

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

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

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

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

** Supplemental information

See Notes to Financial Statements

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

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

** Supplemental information

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

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

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

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

Nature of Operations

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

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

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

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

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

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, expenses, and other changes in net assets during the reporting period. Actual results could differ from those estimates.

Restricted Cash

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

Cash Reserves

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

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

Grants Receivable

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

Property and Equipment

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

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

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

Long-Lived Asset Impairment

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

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

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

Leases

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

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

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

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

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

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

Net Assets

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

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

State and Local Per-Pupil Revenue

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

Contributions

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

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

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

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

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

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

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

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

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

Deferred Revenue

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

Government Grants

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

Income Taxes

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

Functional Allocation of Expenses

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

Note 2. Property and Equipment

Property and equipment as of June 30 consist of:

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

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

Note 3. Leases

Nature of Leases

The School has entered into the following lease arrangements:

Operating Leases

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

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

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

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

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

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

All Leases

The School has no material related-party leases.

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

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

Quantitative Disclosures

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

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

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

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

Note 4. Pension and Other Postretirement Benefit Plans

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

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

Note 5. Significant Estimates and Concentrations

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

Grants and Contracts Subject to Audits

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

Operating Revenue

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

Note 6. Liquidity and Availability

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

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

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

Note 7. Management’s Consideration of Going Concern Matters

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

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

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

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

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

Note 8. Subsequent Events

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

Supplementary Information

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

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

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

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

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

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

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

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

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

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Storefront Academy Charter School dba Storefront Academy Charter School South Bronx's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Storefront Academy Charter School dba Storefront Academy Charter School South Bronx's internal control. Accordingly, we do not express an opinion on the effectiveness of Storefront Academy Charter School dba Storefront Academy Charter School South Bronx's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Storefront Academy Charter School dba Storefront Academy Charter School South Bronx's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and responses as item 2025-001.

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

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

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Forvis Mazars, LLP

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

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

Findings Required to be Reported by *Government Auditing Standards*

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

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

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

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

Certificate of Occupancy

CO Number: 121238115F

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

A.	Borough: Manhattan	Block Number: 01709	Certificate Type: Final
	Address: 439 EAST 115TH STREET	Lot Number(s): 16	Effective Date: 10/02/2018
	Building Identification Number (BIN): 1081441	Building Type: Altered	
This building is subject to this Building Code: Prior to 1968 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 1	(Prior to 1968 Code designation)	
	Building Occupancy Group classification: E	(2014/2008 Code)	
	Multiple Dwelling Law Classification: None		
	No. of stories: 3	Height in feet: 30	No. of dwelling units: 0
C.	Fire Protection Equipment: Fire alarm system, Sprinkler system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner

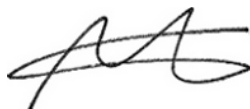


Commissioner

Certificate of Occupancy

CO Number: 121238115F

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL	19	OG	F-2		3	MECHANICAL ROOMS
CEL	61	OG	E		3	CLASSROOMS
CEL	5	OG	B		3	ACCESSORY OFFICES
001	115	75	E		3	CLASSROOMS
001	16	75	B		3	ACCESSORY OFFICES
002	135	75	E		3	CLASSROOMS
003	8	75	B		3	ACCESSORY OFFICES
003	135	75	E		3	CLASSROOMS
ATT		75	F-2		3	MECHANICAL/ELECTRICAL EQUIPMENT
END OF SECTION						



Borough Commissioner



Commissioner

END OF DOCUMENT