



**Bronx Charter School for  
Excellence 4**

**2024-25 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on  
September 16, 2025

By

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## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Joshua Ocasio, Elementary School Principal, and Florence Bolton, Middle School 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)
Kathy Lathen	Board Chair	Executive, Finance, Discipline
Joyce Frost	Vice Chair	Executive, Finance, Discipline
Joseph Lewis	Treasurer	Executive, Finance, Discipline
Stacey Lauren	Secretary	Executive, Discipline, Education

Joshua Ocasio has served as Elementary School Principal since September 2023. Florence Bolton served as the Elementary Principal from July 2020 to August 2023 and became the Middle School Principal in August 2023.

# 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

## SCHOOL OVERVIEW

Bronx Charter School for Excellence 4 (Bronx Excellence 4, Bronx 4) opened in the fall of 2018 to 120 scholars in grades K-1. Bronx Excellence 4 expanded by adding one grade level each year and serves K-8 in 2025-26. The award-winning Bronx Excellence approach provides a differentiated, project-based learning environment that seeks to develop high-level analytical and critical thinking skills in every scholar. During the 2024-2025 school year, Bronx 4 served 438 children in grades K-7.

The mission of Bronx Charter School for Excellence 4 is to prepare young people in New York City to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional, and ethical development. The school accomplishes this by offering a challenging and rigorous academic curriculum, which at the earliest of grades has an eye toward college preparation. Bronx Excellence 4 provides a supportive and caring environment that maintains high expectations for all students. The demographics of the population served by Bronx Excellence 4 are as follows:

Percentage distribution of 2024-2025 students by race/ethnicity

Ethnicity	Percentage
American Indian or Alaskan Native	0.23%
Asian	2.28%
Black/African American	77.85%
Hispanic/Latino	18.26%
Multiple Ethnicities	0.68%
Native Hawaiian or Other Pacific Islander	0.46%
White	0.23%

In addition, 83.33 % of our students are eligible for free or reduced lunch.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	55	59	59	58	59	42	-	-	-	-	-	-	-	332
2023-24	56	57	53	45	49	46	35	-	-	-	-	-	-	341
2024-25	56	60	57	56	55	56	50	48	-	-	-	-	-	438

## GOAL 1: ENGLISH LANGUAGE ARTS

Bronx Excellence 4 students will become proficient readers and writers of the English language.

### BACKGROUND

During the 2024-25 academic year, Bronx Charter School for Excellence 4 implemented its high-quality, comprehensive English Language Arts (ELA) curriculum that is aligned to New York State's Next Generation Learning Standards for K through 8<sup>th</sup> grades. The reading program provides for students the foundation needed to become proficient readers, including skills and knowledge to understand how phonemes are connected to print; ability to decode words; ability to read fluently; background knowledge and vocabulary to foster comprehension; development of active strategies to construct meaning from print; and development and maintenance of a motivation to read. We chose this curriculum because it allows us to facilitate a literacy approach that incorporates multiple genres, has the flexibility to differentiate, and uses direct instruction to teach foundational skills prior to moving onto more complex content.

The elementary program is grounded in techniques that support explicit and systematic instruction and offers a platform for ongoing professional development for teachers in the critical elements of instruction for phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. This program is supplemented with guided reading and literature circles based on student learning needs. Students are regularly exposed to authentic texts and provided leveled, guided instruction. Teachers use multiple levels of Bloom's Taxonomy question stems to promote critical thinking. All instructional staff participate in workshops and ongoing modeling throughout the academic year to enhance their skills and optimize their use of curriculum resources.

The middle school program continues this work as scholars progress into departmentalized instruction. Ninety minutes are allocated for ELA each day, with a minimum of 50 minutes devoted to reading using a published program in concert with award winning novels. The program provides a wide variety of genres, word study/vocabulary enrichment, differentiated material, and connections to writing. In addition, each unit begins with essential questions that usher students from knowledge and understanding to synthesis and evaluation. Award-winning novels are directly tied to broader themes taught in other disciplines. Therefore, we can increase reading engagement, stamina, and the connections that allow scholars to make better meaning and sense of the world around them.

Bronx Excellence 4 utilizes the writing workshop model for scholars to experience processed and craft writing. Students improve writing fluency; learn to communicate effectively; develop knowledge of the English written language system, with an emphasis on syntax and discourse; understand the connections between reading and writing to develop writers; understand and can write across various fictional and non-fictional genres; and develop a love of writing, culminating in publishing parties where written work is celebrated.

The implementation of our reading program is effective because of the instructional strategy of uninterrupted, consistent, daily flexible reading groups that focus supports within smaller groups for

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struggling readers while offering enrichment activities for students who are proficient and advanced readers. Scholars receive small group instruction and interventions that cross grade-level classrooms. Teachers gather extensive assessment data to determine students’ learning levels and provide individualized support to target needs. Assessments include a combination of formal and informal measures such as daily checks and anecdotes; quarterly benchmarks tests; annual state assessments; and curriculum-based assessments administered at the conclusion of the six- to eight-day instructional cycle. All data is used to inform lesson planning, establish targeted small group mini lessons, monitor progress, and evaluate the efficacy of our programming. Moreover, it helps to drive differentiated professional development by strengthening areas of vulnerability and leveraging assets to optimize instruction.

### ELEMENTARY AND MIDDLE ELA

#### ELA Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	59	-	-	-	-	-	-	59
4	55	-	-	-	-	-	-	55
5	55	1	-	-	-	-	-	56
6	49	-	1	-	-	-	-	50
7	47	1	-	-	-	-	-	48
8	-	-	-	-	-	-	-	-
All	265	2	1	-	-	-	-	268

Performance on 2024-25 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students	Enrolled in at least their Second Year
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<sup>1</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	59	53	89.83%	44	41	93.18%
4	55	44	80.00%	41	33	80.49%
5	55	45	81.82%	46	39	84.78%
6	49	36	73.47%	35	28	80.00%
7	47	41	87.23%	33	30	90.91%
8	-	-	-	-	-	-
All	265	219	82.64%	199	171	85.93%

### 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.<sup>2</sup>

### English Language Arts 2024-25 Performance Index (PI)

Number in Cohort	Number of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
265	7	39	122	97

$$PI = 0 * 2.64 + 1 * 14.72 + 2 * 46.04 + 2.5 * 36.60 = 198.30$$

### 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.

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

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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.<sup>3</sup>

### 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	93.18%	44	50.86%	978
4	80.49%	41	51.92%	1002
5	84.78%	46	55.73%	1094
6	80.00%	35	44.73%	1005
7	90.91%	33	47.26%	1094
8	-	-	53.58%	1234
All	85.93%	199	50.52%	6407

#### 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.<sup>4</sup>

### 2023-24 English Language Arts Comparative Performance by Grade Level

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

<sup>4</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	97.9%	473.0	436.6	3.68
4	87.8%	460.0	439.5	1.95
5	91.5%	450.0	437.1	1.29
6	83.3%	457.0	439.1	1.80
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	90.5%	459.8	438.0	2.17

### ELA Measure 5 - Growth

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

### METHOD

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

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	61.8	50.0
5	51.0	50.0
6	73.1	50.0
7	N/A	50.0
8	N/A	50.0
All	60.7	50.0

<sup>5</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

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## ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **Internally developed**

## METHOD

The table below shows the proficiency rates of students at the end of the 2024-25 school year. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion of the school year, these figures demonstrate the percentage of students in grades 3-8 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year.

End-of-Year Performance of 2024-25 Students from Internal ELA Assessment by Grade Level

Site	Grade	Count of Students	% Proficient
Bronx 4	3	58	96.55%
Bronx 4	4	55	85.45%
Bronx 4	5	56	50.00%
Bronx 4	6	50	66.00%
Bronx 4	7	48	81.25%
Bronx 4	8	-	-
Bronx 4	All	267	76.03%

## SUMMARY OF THE ELA GOAL

Bronx Excellence 1 met the ELA goal and exceeded the target for each individual measure.

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.	Yes
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a	Yes

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	regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
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.	Yes

### EVALUATION OF ELA GOAL

Bronx Excellence 4 exceeded each of the five measures, outperforming the targets by large margins, and met the ELA goal for 2024-25.

**Measure 1 – Absolute:** Overall, 85.93% of students enrolled in at least their second year were proficient on the New York State exam for grades 3-8, which greatly exceeds the 75% attainment expectation. Each individual grade surpassed the 75% attainment target as well.

**Measure 2 – Absolute:** The school’s performance index was 198.30, which exceeded the achievement measure target of 117.3.

**Measure 3 – Comparative:** Bronx Excellence 4 students enrolled in at least their second year outperformed their district counterparts in each grade and overall. The overall proficiency rate for these continuously enrolled students was 85.93%, compared to 50.52% within the school district of comparison.

**Measure 4 – Comparative:** Each individual grade surpassed the .3 effect size achievement measure target, and the school’s overall effect size was 2.17.

**Measure 5 – Growth:** Each grade surpassed the 50.0 achievement measure target for mean growth percentile, and the overall MGP was 60.7.

These positive outcomes reflect effective instructional routines and the overall strength of the ELA program in school year 2024-25.

### ELA ACTION PLAN

Bronx Excellence 4 will continue to educate our scholars with a lens towards the maintenance of equity. This ensures that all children have equitable access to high-quality instruction. Bronx Excellence 4 will continue to provide academic intervention for scholars who did not achieve their academic goals and will continue to implement resources and strategies that have historically proven successful for our scholars.

Bronx Excellence 4 will continue to provide equitable access to our instructional program to all students and will remain vigilant of all learners’ progress, including those with special educational needs and English Learners. We will continue to use Structured English Immersion for our ELL (English Language Learners) population. Scholars with special educational needs will be supported in our ICT model and small reading groups as we continue with our assessment model to measure and check student progress and provide individual and small group intervention informed by data. All teachers will receive training

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designed to reinforce strategies to support our general, English language learners and special needs population.

We will prioritize our professional development with more time devoted to addressing the needs of the struggling, proficient and advanced readers, focusing on Next Generation Standards. Topics include:

- Key Ideas and Details
- Craft & Structure
- Integration of Knowledge and Ideas
- Text Type & Purpose
- Research to Build and Present Knowledge
- Comprehension and Collaboration
- Presentation of Knowledge and Idea
- Convention of Academic English/Language for Learning
- Knowledge of Language
- Vocabulary Acquisition and Use

Since Bronx Charter School for Excellence 4 teaches reading using a daily cycle of whole group instruction to flexible reading groups within the entire grade, most of the improvement will take place during the flexible reading group sessions. In 2025-26, our K-4 will spend more time devoted to guided reading and grades 5-8 will devote more time to novel study and literature circles, with a strong emphasis on building effective reading comprehension strategies and developing critical thinking techniques. This upcoming year, we are implementing The Writing Revolution (Hochman Method), an evidence-based approach that emphasizes explicit, sequenced instruction in writing, from sentences to composition, while strengthening planning, grammar, and the writing process through skill-building embedded across all subject areas.

As a school we commit to conducting consistent 7-day testing in ELA, including spelling, sight words, reading comprehension and grammar; all aligned to on grade NY Next Generation Standards. We will analyze data and conduct targeted reteaches on the standard(s) of focus following each 7-day cycle assessment and provide remedial work for those still struggling to meet the standard(s). After each assessment and on a bi-weekly basis we will share students' progress reports with families to ensure transparency and alignment on students' academic standing and progress. The following strategies also are used by Bronx Excellence 4:

- ELL and IEP Students: Specific interventions for English Language Learners and students with IEPs will be prioritized. These include additional support during regular ELA instruction and access to modified materials that cater to their individual learning needs.
- Culturally Responsive Pedagogy: teachers will integrate culturally responsive texts and discussions, ensuring students see themselves reflected in the curriculum.

Bronx Excellence 4 will maintain a strong focus on consistency in data collection and reporting while implementing strategic interventions tailored to the needs of specific grades and subpopulations. Bronx 4 prioritizes data-driven instruction, which allows us to provide targeted support, additional resources, and skill development. We also implement enrichment programs as we aim to sustain and enhance student academic performance in ELA.

### GOAL 2: MATHEMATICS

Bronx Excellence 4 students will demonstrate steady progress in the understanding and application of mathematical skills.

#### BACKGROUND

Bronx Excellence 4 uses Next Generation math standards and Eureka Squared sequences mathematical progressions into modules. The curriculum aligns well with the school's approach to learning and provides a foundation of knowledge, skills, and competencies upon which to build as students advance in content and grade level. We selected this curricular approach because it allows students to engage with exciting, intriguing, and animated content that provides enhanced opportunities to explore, expand upon, and broaden the depth of mathematical discourse, real-world connections, reasoning, critical thinking, and problem solving. This includes computational, procedural, and conceptual knowledge that supports and builds success in mathematics with authentic problem solving. The program centers on teaching with a concrete-pictorial-abstract learning progression through real-world, hands-on experiences. It encourages students to use various mental strategies to solve problems and focus on finding solutions. It builds conceptual understanding rather than rote memorization, with an emphasis on critical thinking and problem solving and focuses on deep knowledge building to understand mathematics conceptually.

Our math program also uses key concepts as building blocks for more complex treatments in articulated, logical, modular progressions using a narrative approach to build coherence. Students are encouraged to use math talk to build mathematical vocabulary to discuss concepts in context. Scholars are expected to learn content and processes of mathematics to become lifelong mathematical thinkers. Middle school students continue to work with the standards-aligned, coherent, and focused curriculum that reflects the logical and sequential nature of mathematics. The curriculum simultaneously develops conceptual understanding, computational fluency, and problem-solving skills within real-world context. Our program is research-based and provides robust professional development for teachers, inclusive of teacher-led instructional videos and tools to target instruction based on student need.

Math is taught daily for a minimum of 60 minutes for elementary school and 90 minutes for middle school. During the class, content is introduced to the whole group. The teacher uses real-time data collected throughout the lesson, such as checks for understanding or questioning methods, along with unit quizzes and tests, and informal performance assessments. Additional assessments include formal and informal measures such as exit tickets, performance tasks, interim and state exams, and unit quizzes

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and tests. Data garnered from these measures is used to formulate small group interventions, assess curriculum efficacy, inform lesson planning, and guide professional development.

Based on classroom data, teachers provide scaffolded small groups and individualized targeted instruction as students practice work independently. This way, interventions are provided in real time, particularly for scholars who are not immediately mastering content. Our program also allows differentiation with advanced sections and groups created to enrich the math experience for scholars who are accelerated. While scholars are expected to master both content and mathematical processes appropriate for their age and grade, our goal is to support scholars so they can complete Algebra by the end of eighth grade.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Math Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	59	-	-	-	-	-	-	-	59
4	55	-	-	-	-	-	-	-	55
5	55	1	-	-	-	-	-	-	56
6	48	2	-	-	-	-	-	-	50
7	48	-	-	-	-	-	-	-	48
8	-	-	-	-	-	-	-	-	-
All	265	3	0	-	-	-	-	-	268

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	59	58	98.31%	44	43	97.73%
4	55	42	76.36%	41	32	78.05%

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5	55	42	76.36%	46	36	78.26%
6	48	38	79.17%	34	27	79.41%
7	48	32	66.67%	33	23	69.70%
8	-	-	-	-	-	-
All	265	212	80.00%	198	161	81.31%

### 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	Number of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
265	10	43	100	122

$$PI = 0 * 3.77 + 1 * 16.23 + 2 * 37.74 + 2.5 * 42.26 = 197.36$$

### Math Measure 3 - Comparative

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

### METHOD

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

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## 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	97.73%	44	58.74%	1990
4	78.05%	41	55.37%	1992
5	78.26%	46	50.20%	1986
6	79.41%	34	40.29%	2301
7	69.70%	33	51.79%	2319
8	-	-	47.14%	980
All	81.31%	198	50.65%	11568

### 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.<sup>6</sup>

### 2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	97.9%	486.0	443.3	3.14
4	87.8%	472.0	447.9	1.52

<sup>6</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
5	91.5%	465.0	441.9	1.67
6	83.3%	477.0	444.7	2.28
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	90.5%	474.5	444.4	2.12

### 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.<sup>7</sup>

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	40.4	50.0
5	47.9	50.0
6	61.4	50.0
7	N/A	50.0
8	N/A	50.0
All	48.7	50.0

<sup>7</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

### MATHEMATICS INTERNAL EXAM RESULTS

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

### METHOD

The table below shows the proficiency rates of students at the end of the 2024-25 school year. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion of the school year, these figures demonstrate the percentage of students in grades 3-8 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year.

### RESULTS AND EVALUATION

End-of-Year Performance of 2024-25 Students from Internal Math Assessment by Grade Level

Site	Grade	Count of Students	% Proficient
Bronx 4	3	58	93.10%
Bronx 4	4	55	72.73%
Bronx 4	5	56	78.57%
Bronx 4	6	50	70.00%
Bronx 4	7	48	75.00%
Bronx 4	8	-	-
Bronx 4	All	267	78.28%

### SUMMARY OF THE MATHEMATICS GOAL

Bronx Excellence 4 met four of five measures for mathematics, including both absolute measures and both comparative measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Yes
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes

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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.	Yes
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	No

### EVALUATION OF THE MATHEMATICS GOAL

Bronx Excellence 4 met four of five measures, exceeding the targets for both absolute measures and both comparative measures, and falling just short of the growth measure target.

**Measure 1 – Absolute:** Overall, 81.31% of students enrolled in at least their second year were proficient on the New York State math exam for grades 3-8, surpassing the 75% attainment expectation. The results for students enrolled in at least their second year in each grade individually exceeded the target as well.

**Measure 2 – Absolute:** The school’s performance index was 197.36, which exceeded the achievement measure target of 119.4.

**Measure 3 – Comparative:** Bronx Excellence 4 students enrolled in at least their second year outperformed their district counterparts in each grade and overall. The overall proficiency rate for these continuously enrolled students was 81.31%, compared to 50.65% within the school district of comparison.

**Measure 4 – Comparative:** Each individual grade surpassed the .3 effect size achievement measure target, and the overall effect size for the school was 2.12.

**Measure 5 – Growth:** The school’s overall MGP was 48.7, falling just short of the target of 50.

These positive outcomes reflect effective instructional routines and the overall strength of the mathematics program in school year 2024-25.

### MATHEMATICS ACTION PLAN

Bronx Excellence 4 will continue to educate our scholars with a lens towards the maintenance of equity. This ensures that all children have equitable access to high quality instruction.

Bronx Excellence 4 will continue to provide academic intervention for scholars who did not achieve their academic goals and will continue to implement resources and strategies that have historically proven successful for our scholars also expanding our resources and scaffolding capacity. The faculty will utilize a data driven approach to discern each scholar’s needs and create intervention plans for scholars that demonstrate additional services and intervention needed. Each plan will inform instructional intervention facilitated by small group instruction in the classroom, one to one tutoring and

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individualized support from faculty. This methodology expands opportunities for learning with intervention strategies to meet a broader scope of needs.

To support students' instructional needs at the start of the 2025-2026 school year, Bronx Excellence 4 will dedicate the first few weeks of school to administering math lessons and guidance in small groups to support where students are in their development. Using this and other data collected throughout the year, the school will provide intensive, data-driven differentiation to target individualized needs.

Bronx Excellence 4 will continue to provide equitable access to our high-quality instructional program to all students and remain vigilant of all learners' progress, including those with special educational needs and English Learners. All teachers will receive training designed to reinforce strategies to support English learners and students with disabilities.

Students needing early intervention/prevention will be identified in grade level appropriate basic math skills during the first two weeks of school. Students who receive early intervention will be monitored weekly for short term goal improvement

We will continue to prioritize our professional development for all teachers with a strong focus on unpacking and implementing the Next Generation Standards and our curriculum. Topics include:

- Perseverance in Problem Solving
- Abstract & Quantitative Reasoning
- Critiquing and Constructing Viable Arguments
- Mathematic Models
- Appropriate Strategies & Tools
- Precision
- The Use and Search for Mathematical Structures
- Express and Search for Regularity in Repeated Reasoning

Time will be devoted to development in addressing the needs of struggling students. We will also focus on training teachers in effective and multiple strategies to differentiate instruction that will allow all students to learn content and process skills from multiple vantage points.

We commit to conducting consistent Mid-Module and End of Module testing along with standard based quizzes throughout the modules in Math aligned to on grade New York Next Generation Standards. We will analyze data and conduct targeted re-teaches on standards of focus following each module and provide remedial work for those still struggling to meet the standard(s). After each assessment and on a bi-weekly basis, we will share students' progress reports with families to ensure transparency and alignment on students' academic standing and progress.

### GOAL 3: SCIENCE

Students will demonstrate proficiency relative to science achievement and use technology, scientific concepts, principles, and theories to conduct and analyze investigations.

## BACKGROUND

The science curriculum is based on the New York State P-12 Science Learning Standards (NYSP-12SLS) and focuses on three dimensions of learning – Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. Under the guidance of the standards, the science program takes an inquiry-based approach to learning. It provides students with opportunities to build connections that link science to technology and societal impacts and provides the skills and knowledge our students need to become scientifically literate citizens of the 21st century. This approach aligns to our commitment to inspire conscientious, inquisitive, knowledgeable, and lifelong scholars. Students practice solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes.

Science instruction at Bronx Excellence 4 is differentiated for all learning styles and incorporates several methods of instructional delivery and assessment. Instruction emphasizes active, hands-on explorations in the early grades that help students build their understanding of key concepts. It invites students to develop and explain concepts in their own words orally, through writing, and drawing. Students are provided with options and projects that allow them to demonstrate mastery of content. Young learners are encouraged to actively explore, discover, and learn about the natural world.

The middle school science program is also governed by the NYSP-12SLS. Key ideas and performance indicators are used to prepare our students to further develop and cultivate science abilities and understanding. Guided by teachers, students continually learn content to complete hands-on scientific investigations, blended with literacy-rich activities and interactive digital tools. They also learn to develop hypotheses and provide reasoning using evidence. With practice, trial, and error, students in grades 5-8 demonstrate their understanding of scientific processes, skills, and procedures. Bronx 4 scholars also learned about cultivating a hydroponic lab and eighth graders will be able to take an advanced high school course of living environment and participate in Urban Advantage, an initiative designed to advance scientific learning in New York City. Varied opportunities allow students to demonstrate appropriate scientific language, procedures, and proficiency, culminating in the state examinations. Assessments include classroom assignments, discourse, experiments, quizzes and tests, and presentations. Data is used to inform instruction, evaluate program efficacy and differentiate professional development.

## ELEMENTARY AND MIDDLE SCIENCE

### Science Measure 1 - Absolute

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

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

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### 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 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
5	46	31	67.39%
8	N/A	N/A	N/A
All	46	31	67.39%

#### Science Measure 2 - Comparative

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

The school 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 <sup>nd</sup> Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	46	31	67.39%	2257	569	25%
8	N/A	N/A	N/A	1152	302	26%
All	46	31	67.39%	3409	871	25%

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Bronx Excellence 4 met the comparative measure target and fell short of the absolute measure target for science.

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.	Yes

## EVALUATION OF THE SCIENCE GOAL

Bronx Excellence 4 met the target for one of two science measures and continues to work toward meeting the goal. The school's overall proficiency rate for students enrolled in at least their second year was 67.39% with students in grade five tested. Continuously enrolled students vastly exceeded the performance of their district peers, with only a quarter of students proficient at the district of comparison.

## ACTION PLAN

Bronx Excellence 4 will continue to implement *Amplify Science*, including expanded use of online modules, to provide equitable access to a rigorous, inquiry-based science program. Instructional goals for 2025–2026 include strengthening scholars' ability to understand, synthesize, and analyze complex content, with a focus on interpreting scientific visuals, engaging in evidence-based reasoning, and drawing conclusions across multiple domains of science.

To support all learners, Bronx Excellence 4 will provide academic interventions for scholars who require additional support in mastering scientific concepts and practices. Faculty will employ a data-driven approach to monitor student progress, using classroom assessments and performance tasks to identify areas of need and design intervention plans. These plans will guide targeted small-group instruction, one-on-one support, and scaffolded resources to ensure that every student can access grade-level science standards.

Professional development will focus on equipping teachers with strategies to support English Learners and students with disabilities through differentiation, language scaffolds, and multimodal learning opportunities embedded within science instruction. Teachers will also receive training in unpacking and implementing the Next Generation Science Standards (NGSS), with a focus on inquiry, modeling, argumentation from evidence, and cross-cutting concepts that connect science to real-world phenomena.

Instruction will emphasize the NGSS Science and Engineering Practices, including:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

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Bronx Excellence 4 will continue to prioritize assessment as a driver of instruction by administering unit-based assessments and performance tasks aligned to NGSS. Following each assessment, faculty will analyze data to conduct targeted re-teaching and provide enrichment or remediation as needed. Progress will be shared with families on a bi-weekly basis to ensure transparency and collaboration in supporting scholars' growth in science.

### 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	Local Support and Improvement (Good Standing)
2023-24	Local Support and Improvement (Good Standing)
2024-25	Local Support and Improvement (Good Standing)

### ADDITIONAL CONTEXT AND EVIDENCE

Bronx Excellence 4 has remained in good standing and has met this goal every year of reporting.