



**Bronx Charter School for  
Excellence 1**

**2024-25 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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By

Peter Cerreta, Elementary School Principal

Maria Saryan, Elementary School Principal

Ken Marsh, Middle School Principal

1952 & 1960 Benedict Avenue, Bronx NY 10462

(718) 828-7301

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Maria Saryan, Elementary Principal, Peter Cerreta, Elementary Principal, and Ken Marsh, 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

Maria Saryan has served as the Bronx Charter School for Excellence K-4 Elementary Principal since April 2017. Ken Marsh has served as the 5-8 Middle School Principal since July 2022. Peter Cerreta has served as Elementary Principal since 2023.

## SCHOOL OVERVIEW

Bronx Charter School for Excellence 1 (Bronx Excellence 1, Bronx 1) opened in the fall of 2004 serving scholars in grades K-1 in the Parkchester section of the Bronx. In keeping with its original charter, the school grew one grade each year until reaching K-8. In 2012, Bronx Excellence 1 earned the distinction of being the first charter school in the Bronx to win a National Blue Ribbon award. The award-winning Bronx Excellence educational model 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 1 served 791 children in grades K-8.

The mission of Bronx Charter School for Excellence 1 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 1 provides a supportive and caring environment that maintains high expectations for all students. The demographics of the population served by Bronx Excellence 1 are as follows:

Percentage distribution of 2024-2025 students by race/ethnicity

Ethnicity	Percentage
American Indian or Alaskan Native	0.76%
Asian	56.01%
Black/African American	17.95%
Hispanic/Latino	24.27%
Multiple Ethnicities	0.25%
Native Hawaiian or Other Pacific Islander	0.25%
White	0.51%

In addition, 71.81 % 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	88	88	89	84	86	90	86	82	88	-	-	-	-	781
2023-24	89	86	84	81	82	78	84	83	82	-	-	-	-	749
2024-25	86	90	90	87	89	88	88	90	83	-	-	-	-	791

## GOAL 1: ENGLISH LANGUAGE ARTS

Bronx Excellence 1 students will become proficient readers and writers of the English language.

### BACKGROUND

During the 2024-25 academic year, Bronx Charter School for Excellence 1 implemented its high-quality, comprehensive English Language Arts (ELA) curriculum that is aligned to New York State's Next Generation Learning Standards. 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 1 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 struggling readers while offering enrichment activities for students who are proficient and advanced

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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	83	-	3	-	-	-	-	86
4	87	-	1	-	-	-	-	88
5	87	-	1	-	-	-	-	88
6	80	-	2	-	-	-	-	82
7	87	-	3	-	-	-	-	90
8	78	-	1	-	-	-	-	79
All	502	-	11	-	-	-	-	513

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		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient

<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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3	83	81	97.59%	74	72	97.30%
4	87	80	91.95%	76	70	92.11%
5	87	80	91.95%	75	69	92.00%
6	80	72	90.00%	69	64	92.75%
7	87	82	94.25%	77	73	94.81%
8	78	69	88.46%	78	69	88.46%
All	502	464	92.43%	449	417	92.87%

### 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
502	5	33	145	319

$$PI = 0 * 1 + 1 * 6.57 + 2 * 28.88 + 2.5 * 63.55 = 223.2$$

### 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

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

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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	97.30%	74	50.86%	978
4	92.11%	76	51.92%	1002
5	92.00%	75	55.73%	1094
6	92.75%	69	44.73%	1005
7	94.81%	77	47.26%	1094
8	88.46%	78	53.58%	1234
All	92.87%	449	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	82.9%	469.0	439.4	3.09
4	81.7%	467.0	440.7	2.52
5	87.3%	463.0	438.0	2.58
6	76.2%	469.0	440.5	2.95
7	76.5%	468.0	445.4	2.34
8	75.9%	473.0	446.4	2.65
All	80.0 %	468.2	441.8	2.69

### 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	63.1	50.0
5	58.5	50.0
6	72.6	50.0
7	65.4	50.0
8	61.9	50.0
All	64.4	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 1	3	86	89.53%
Bronx 1	4	88	85.39%
Bronx 1	5	88	78.41%
Bronx 1	6	82	75.61%
Bronx 1	7	90	93.33%
Bronx 1	8	79	72.15%
Bronx 1	All	513	82.68%

## SUMMARY OF THE ELA GOAL

Bronx Excellence 1 met the ELA goal and met 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 1 exceeded each of the five measures, outperforming the targets by large margins, and met the ELA goal for 2024-25.

**Measure 1 – Absolute:** Overall, 92.87% 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 223.2, which exceeded the achievement measure target of 117.3.

**Measure 3 – Comparative:** Bronx Excellence 1 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 92.87%, 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 2.69.

**Measure 5 – Growth:** Each grade surpassed the 50.0 achievement measure target for mean growth percentile, and the overall MGP was 64.4.

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 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 will continue to provide academic intervention for scholars who did not achieve their academic goals. In addition, Bronx Charter School for Excellence will continue to implement resources and strategies that have historically proven successful for our scholars.

Bronx Excellence 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 needs and English Language Learners. All teachers received training designed to reinforce strategies to support English Language Learners and students with disabilities.

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As part of our ongoing commitment to academic excellence, Bronx Excellence will implement The Writing Revolution across grade levels to strengthen scholars' writing skills. This evidence-based approach will be embedded into daily instruction to support students in organizing their thoughts, improving sentence structure, and deepening comprehension across all content areas.

We will continue to prioritize our professional development for all teachers with a strong focus on the Next Generation Standards.

- 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

Teachers will receive support from the leadership team, the principal and additional support staff to identify students who require intervention in the areas of Literacy within the first few weeks of school.

We will prioritize our professional development with more time devoted to addressing the needs of the struggling, proficient and advanced readers. Since Bronx Charter School for Excellence teaches reading through 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. Upper grade teachers will spend more time devoted to guided reading and literature circles, with a strong emphasis on building effective reading comprehension strategies and critical thinking techniques.

### GOAL 2: MATHEMATICS

Bronx Excellence 1 students will demonstrate steady progress in the understanding and application of mathematical skills.

#### BACKGROUND

Bronx Excellence 1 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

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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 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.

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### 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	83	-	3	-	-	-	-	-	86
4	86	-	2	-	-	-	-	-	88
5	88	-	-	-	-	-	-	-	88
6	80	-	2	-	-	-	-	-	82
7	87	-	3	-	-	-	-	-	90
8	78	-	1	-	-	-	-	11	79
All	502	-	11	-	-	-	-	11	513

### 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	83	82	98.80%	74	73	98.65%
4	86	83	96.51%	75	72	96.00%
5	88	84	95.45%	76	72	94.74%
6	80	76	95.00%	69	65	94.20%
7	87	84	96.55%	77	75	97.40%
8	78	66	84.62%	78	66	84.62%
All	502	475	94.62%	449	423	94.21%

Additionally, 100% of the Bronx Excellence 1 students who took a Regents exam in mathematics achieved proficiency.

#### 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

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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
502	8	19	126	349

$$PI = 0 * 1.59 + 1 * 3.78 + 2 * 25.10 + 2.5 * 69.52 = 227.79$$

### 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.

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	98.65%	74	58.74%	1990
4	96.00%	75	55.37%	1992
5	94.74%	76	50.20%	1986
6	94.20%	69	40.29%	2301
7	97.40%	77	51.79%	2319
8	84.62%	78	47.14%	980
All	94.21%	449	50.65%	11568

### Math Measure 4 - Comparative

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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	82.9%	486.0	446.5	2.83
4	81.7%	487.0	449.6	2.41
5	87.3%	479.0	443.0	2.62
6	76.2%	488.0	446.7	3.01
7	76.5%	492.0	451.7	2.78
8	75.9%	470.0	443	1.71
All	80.2%	484.2	446.9	2.59

### 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>

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

<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

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	67.1	50.0
5	64.8	50.0
6	72.5	50.0
7	62.0	50.0
8	42.0	50.0
All	62.5	50.0

### 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 1	3	86	93.02%
Bronx 1	4	88	86.52%
Bronx 1	5	88	88.64%
Bronx 1	6	82	86.59%
Bronx 1	7	90	74.44%
Bronx 1	8	79	74.68%

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Bronx 1	All	513	84.05%
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### SUMMARY OF THE MATHEMATICS GOAL

Bronx Excellence 1 exceeded each of the five measures, outperforming the targets by large margins, and met the math goal for 2024-25.

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
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.	Yes

### EVALUATION OF THE MATHEMATICS GOAL

Bronx Excellence 1 exceeded each of the five mathematics measures and met the goal.

**Measure 1 – Absolute:** Overall, 94.21% of students enrolled in at least their second year were proficient on the New York State math exam for grades 3-8, far 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 227.79, which exceeded the achievement measure target of 119.4.

**Measure 3 – Comparative:** Bronx Excellence 1 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 94.21%, compared to 50.65% within the school district of comparison.

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**Measure 4 – Comparative:** Each individual grade surpassed the .3 effect size achievement measure target, and the overall effect size for the school was 2.59.

**Measure 5 – Growth:** The school’s overall MGP was 62.5, surpassing 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 1 will continue to build on practices that have consistently proven successful while expanding resources and scaffolding capacity to better support scholars. Faculty will employ a data-driven approach to identify the needs of individual students or groups of students and design targeted intervention plans accordingly. These plans will guide instructional supports delivered through a combination of strong Tier 1 instruction with the Eureka Squared curriculum, small-group instruction, one-to-one tutoring, individualized services from providers, and enrichment opportunities through summer programming. This comprehensive methodology broadens access to learning and ensures intervention strategies are responsive to a wide range of student needs.

Bronx Charter School for Excellence 1 will continue to implement resources and strategies that have historically proven successful for our scholars.

1. To assess students’ instructional needs at the start of the 2025-2026 school year, Bronx Excellence 1 will dedicate the first few weeks of school to administer benchmark assessments to gauge 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.
2. Students with disabilities and those identified as ELLs (English Language Learners) will receive all instruction and/or interventions per their IEP or 504 plans. Academic plans have been created to address the needs of all learners
3. Next Generation aligned benchmark assessment will be administered throughout the year to monitor students’ progress on skills to be mastered at each grade level. Students who are underperforming will receive additional support during intervention blocks.
4. Teachers will identify students who need early intervention/prevention in grade level appropriate basic math skills during the first two weeks of school. Students who receive early intervention will be monitored on a weekly basis for short-term goal improvement and attainment of performance indicators in mathematics.
5. We will prioritize our professional development for all teachers with a focus on unpacking and implementing the Next Generation Learning Standards and our math curriculum. More 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 of differentiating instruction that will allow all students to learn content and process skills from multiple vantage points.

Bronx Charter School for Excellence 1 will continue to maintain and strengthen key components of its overall mathematics program, including:

- Differentiated curriculum, instruction, interim assessment, and staff development
- Co-teaching and modeling cycles with the Bronx Excellence Leadership team and ECS team
- Collaborative unit and lesson planning
- Leadership-grade team meetings
- Weekly, monthly, and quarterly assessment analysis
- Monitoring of lesson plans
- Formal and informal lesson observations

### 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 1 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 1 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

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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.

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	75	59	78.67%
8	75	57	76.00%
All	150	116	77.33%

#### 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

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5	75	59	78.67%	2257	569	25%
8	75	57	76.00%	1152	302	26%
All	150	116	77.33%	3409	871	25%

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Bronx Excellence 1 met the science goal and exceeded the target for both measures.

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.	Yes
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 1 met the science goal and surpassed attainment targets for each individual measure. The school's proficiency rate for students enrolled in at least their second year was 77.33% overall, with students in both fifth and eighth grades exceeding the 75% target. Students vastly exceeded the performance of their district peers, with only a quarter of students proficient at the district of comparison. Additionally, some Bronx Excellence 1 students took the Living Environment Regents exam in 2024-25, with a passage rate of 100%.

#### Performance on a Regents Science Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	Living Environment	31	30	96.8%
8	2023-24	Living Environment	28	28	100%
8	2024-25	Living Environment	9	9	100%

**ACTION PLAN**

Bronx Excellence 1 pursues a comprehensive approach to evaluating student instructional needs through the systematic administration of multiple benchmark assessments that capture formative and summative data at regular intervals. These assessments inform robust data-driven differentiation strategies that precisely target and accelerate academic growth in science. The school’s learning environment prioritizes equitable access to high-quality, standards-based instruction, with intentional scaffolding and supports embedded to address the needs of students with disabilities and English Language Learners.

Guided by the principles of Next Generation Science Standards (NGSS) and the Amplify Science curriculum, Bronx Excellence 1 empowers students to engage as scientists and engineers through authentic, phenomena-based inquiries. The Amplify Science curriculum integrates the three-dimensional learning framework of the Next Generation Science Standards (NGSS), ensuring students build disciplinary core ideas, science and engineering practices, and crosscutting concepts across multimodal lessons that promote critical thinking, scientific argumentation, and problem solving.

Professional learning for science educators is strategically aligned to the NGSS and the Amplify Science curriculum’s research-based pedagogies. This includes deep-dive unit workshops, job-embedded coaching, and ongoing data analysis to strengthen teacher capacity for evidence-based instruction and differentiated support for diverse learners. Through these structures, Bronx Excellence 1 ensures sustained fidelity to curricular rigor while continuously monitoring learner outcomes and instructional efficacy.

**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)

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

### ADDITIONAL CONTEXT AND EVIDENCE

Bronx Excellence 1 has remained in good standing and has met this goal every year of reporting.