Application: Bronx Charter School for Excellence 2

Susan Tan [redacted]
2025-2026 Annual Report

Summary

ID: 0000000185
Status: Annual Report Submission
Last submitted: Sep 15 2026 03:19 PM (EDT)

Entry 1 – School Information and Cover Page

Completed - Aug 3 2026

Instructions

Required of ALL Charter Schools

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

Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2025-2026 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2026)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

BRONX CHARTER SCHOOL FOR EXCELLENCE 2

b. Unofficial or Popular School Name

Bronx Excellence 2

c. CHARTER AUTHORIZER (As of June 30th, 2026)

Please select the correct authorizer as of June 30, 2026 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. District/CSD of Location

New York City Community School District #11

e. Date of Approved Initial Charter

Oct 12 2015

f. Date School First Opened for Instruction

Sep 6 2016

g. Approved School Mission

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

We are authorized by SUNY.

h. Approved Key Design Elements

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

We are authorized by SUNY.

i. School Website Address

https://www.excellenceschools.org/

j. Authorized Charter Enrollment for 2025-2026 School Year

540

k. Actual Enrollment on June 30, 2026, Excluding Pre-K Program Enrollment

525

l. Grades Served

Grades served during the 2025-2026 school year (exclude Pre-K program students):

Responses Selected:

Kindergarten
1
2
3
4
5
6
7
8

m. Charter Management Organization/Educational Management Organization

Do you have a Charter Management Organization?

Yes

m1. Charter Management Organization Name

Include required contact information (email address and telephone number) below.

Excellence Community Schools Inc.

m2. Charter Management Organization Email Address



m3. Charter Management Organization Phone Number

718-828-7301

FACILITIES INFORMATION

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

Will the school maintain or operate multiple sites in 2026-2027?

	Yes, 2 sites

School Site 1 (Primary)

n1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2025-2026 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2026-2027 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	1804 Holland Avenue Bronx, NY 10462	718-892-1276	New York City Community School District #11	K-4	K-4	K-4

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Shaun Benjamin	Principal	718-892-1276		[redacted]
Operational Leader	Proudly Bailey	Director of School Operations	718-892-1276		
Compliance Contact	Monica Rios	Director of Operations and Finance	718-892-1276		
Complaint Contact	Shaun Benjamin	Principal	718-892-1276		
DASA Coordinator	Traci Weeks	HR Manager	718-892-1309		
Phone Contact for After Hours Emergencies	Heriberto Sanchez	Facilities Manager	718-892-1276		

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

Private Space

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

Responses Selected:

Not Co-Located

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

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

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

Fire inspection certificates must be updated annually. For the upcoming school year 2026-2027, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 3, 2026 submission of the Annual Report and the November 2 Annual Report submission, please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 2, 2026.

Site 1 Certificate of Occupancy (COO)

1804 Holland Avenue_LNO.pdf

Filename: 1804 Holland Avenue_LNO.pdf.pdf **Size:** 51.5 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

1804 Holland_fire inspection.pdf

Filename: 1804 Holland_fire inspection.pdf.pdf **Size:** 2.2 MB

School Site 2

n2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2025-2026 School Year (K-5, 6-9, etc.)	Grades to Be Served at Site for 2026-2027 School Year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	1744 Williamsbridge Road, Bronx NY 10461	929-388-4232	New York City Community School District #11	5-8	5-8	5-8

n2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Ken Marsh	Principal	929-388-4232		[redacted]
Operational Leader	Dasia Wingate	Director of School Operations	929-388-4232		
Compliance Contact	Monica Rios	Director of Operations and Finance	929-388-4232		
Complaint Contact	Ken Marsh	Principal	929-388-4232		
DASA Coordinator	Traci Weeks	HR Manager	718-892-1309		
Phone Contact for After Hours Emergencies	Heriberto Sanchez	Facilities Manager	929-388-4232		

n2b. Is site 2 in public space or in private space?

Private Space

n2c. Is site 2 in a co-located or not in a co-located facility?

Responses Selected:

No Co-Located

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

n2e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .

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

Fire inspection certificates must be updated annually. For the upcoming school year 2026-2027, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 1, 2026 submission of the Annual Report and the November 3 Annual Report submission, please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 3, 2026.

Site 2 Certificate of Occupancy (COO)

1744 Williamsbridge CO.pdf

Filename: 1744 Williamsbridge CO.pdf.pdf **Size:** 4.7 MB

Site 2 Fire Inspection Report

This is required, marked optional for administrative purposes.

1734 Williamsbridge Road.pdf

Filename: 1734 Williamsbridge Road.pdf.pdf **Size:** 83.8 kB

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

Separate by semi-colon (;)

N/A

p1. Total Number of School Calendar Days

180

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

July 2026	0
August 2026	0
September 2026	119
October 2026	147
November 2026	119
December 2026	119
January 2027	133
February 2027	105
March 2027	154
April 2027	119
May 2027	140
June 2027	105

CHARTER REVISIONS DURING THE 2025-2026 SCHOOL YEAR

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2025, including updates to the school's board of trustees' by-laws, enrollment policy, discipline policy, or complaint policy.

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

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2025?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2025-2026 Annual Report. (To type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Susan Tan
Position	Director of Reporting and Compliance
Phone/Extension	718-828-7301
Email	[redacted]

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

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

Responses Selected:

Yes

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

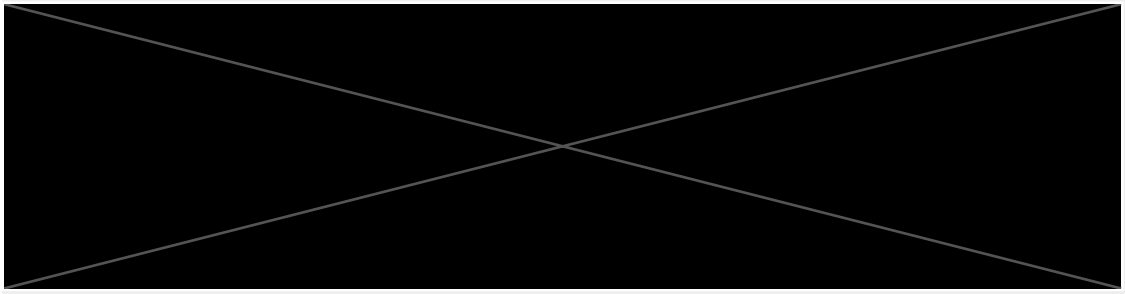
Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the NYSED CSO Fingerprint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

Responses Selected:

Yes

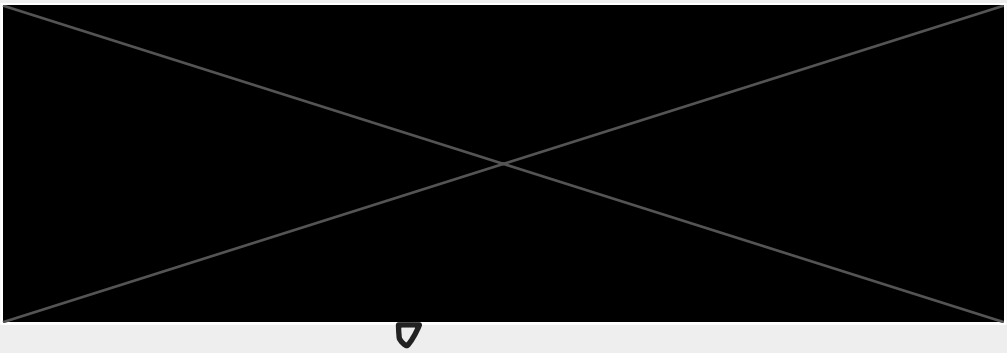
Signature, Head of Charter School

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



Signature, President of the Board of Trustees

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



Date

Jul 30 2026

Thank you. 

Entry 2 – Links to Critical Documents on School Website

Completed - Jul 8 2026

Instructions

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

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

1. Current Annual Report (i.e., 2025-2026 Annual Report);[1] Please note: schools are responsible for redacting their own annual reports for posting.
2. All Board of Trustees documents, including calendar, meeting notices, agendas, and board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.[2] Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided;
4. Authorizer-approved DASA Policy and Authorizer-approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building-level safety plan (as per the 2024 Emergency Response Plan Memo – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and

7. Subject matter list of FOIL records.

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

[2] School Report Card data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: Bronx Charter School for Excellence 2

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

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link to the page on the school's website where each document can be accessed.

	Link to Documents
1. Current Annual Report (i.e., 2025-2026 Annual Report)	https://www.excellenceschools.org/policies-procedures
2. Board meeting notices, agendas, and documents, including board meeting minutes	https://www.excellenceschools.org/about-us/board-of-trustees
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	https://data.nysed.gov/profile.php?instid=800000086903
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the 2024 Emergency Response Plan Memo)	https://www.excellenceschools.org/about-us/board-of-trustees
6. Authorizer-approved FOIL Policy	https://www.excellenceschools.org/legal
7. Subject matter list of FOIL records (e.g., see NYSED Subject Matter List)	https://www.excellenceschools.org/legal

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

Responses Selected:

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

Thank you. 

Entry 3 – Board of Trustees Membership Table

Completed - Jul 29 2026

Instructions

Required of ALL Charter Schools

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

Entry 3 – Board of Trustees Membership Table

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

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

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2025-2026 Board Member Information (Enter information for each Board of Trustees member).

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation(s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2025-2026
1	Kathy Lathen	[redacted]	Chair	Executive, Discipline, Finance	Yes	4	07/01/2025	06/30/2028	5 or less
2	Joyce Frost		Vice Chair	Executive, Discipline, Finance	Yes	7	07/01/2025	06/30/2028	5 or less
3	Joe Lewis		Treasurer	Executive, Discipline, Finance	Yes	3	10/19/2024	10/18/2027	5 or less
4	Stacey Lauren		Secretary	Executive, Discipline, Education	Yes	5	12/02/2024	12/01/2027	5 or less
5	ExOfficio Parent Rep		Parent Rep	N/A	No	1	07/01/2025	06/30/2026	5 or less
6									
7									
8									
9									

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

No

2. Number of board meetings conducted in 2025-2026

5

3. Number of board meetings scheduled for the 2026-2027 school year

5

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total number of Voting Members on June 30, 2026	4
b. Total number of Voting Members added during the 2025-2026 school year	0
c. Total number of Voting Members who left the board during 2025-2026 school year	0
d. Maximum number of Voting Members in 2025-2026, as set by the board in by-laws, resolution, or minutes	4
e. Board members attending 8 or fewer meetings during 2025-2026	4

Thank you.

Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 3 2026

Instructions

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2025-2026 school year must complete and sign the most up-to-date version of the Trustee Disclosure of Financial Interest Form **no later than 11:59 PM on August 3, 2026**. Acceptable signature formats include:

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

All completed forms must be collected and uploaded in PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2025-2026 school year completes the form.**

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

Bronx Excellence Board Trustee-Financial-Disclosure-Form_distributed - Signed - Joyce Frost

Filename: Bronx Excellence Board Trustee-Financial-Disclosure-Form_distributed - Signed - Joyce Frost.pdf **Size:** 264.0 kB

Bronx Excellence Board Trustee-Financial-Disclosure-Form_distributed - Signed - Joseph Lewis

Filename: Bronx Excellence Board Trustee-Financial-Disclosure-Form_distributed - Signed - Joseph Lewis.pdf **Size:** 403.4 kB

Bronx Excellence Board Trustee-Financial-Disclosure-Form_distributed - Signed - Stacey Lauren

Filename: Bronx Excellence Board Trustee-Financial-Disclosure-Form_distributed - Signed - Stacey Lauren.pdf **Size:** 260.6 kB

Bronx Excellence Board Trustee-Financial Disclosure Form-Kathy Lathen

Filename: Bronx Excellence Board Trustee-Financial Disclosure Form-Kathy Lathen.pdf **Size:** 1.9 MB

Entry 6 – Enrollment & Retention of Special Populations

Completed - Jul 8 2026

Instructions

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2025-2026 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2026-2027.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets

	Describe Recruitment Efforts in 2025-2026	Describe Recruitment Plans for 2026-2027
Students with Disabilities	During the recruitment session, we recruited and served students with disabilities by including accurate, up-to-date information about our special education services (ex. ICT classrooms, related services) in information sessions. During the enrollment process, we asked about special education services and IEPs to ensure we had the most up-to-date information for schools in August. Schools were notified when a student with an IEP was entering mid year. Families also had the opportunity to meet with Student Services staff to discuss their scholar's IEPs when desired.	We will continue to keep our schools and families informed about our special educational services. We will also continue to extend our time and knowledge on a case by case basis for those families who have a child with a disability. It is important for us to maintain this culture of support, as it indicates our commitment to working with families having children with disabilities.
English Language Learners	During the recruitment season, we recruited and served English language learners by continuing to produce enrollment and recruitment materials in English, Spanish, and other languages. Our recruitment team includes native Spanish and Bengali speakers who are able to communicate with families in the language they are most comfortable with. We collected Home Language Identification Surveys during the registration process to ensure schools are aware of families and students who needed to receive information in languages other than English.	We will continue our efforts to recruit and serve English language learners by having recruitment material and applications in Spanish and other languages. Our bilingual staff members will work with non-English speaking families in the recruitment and enrollment process. We will continue to collect Home Language Identification Surveys during registration to be aware of families and students who need to receive information in languages other than English.
Economically Disadvantaged	During the recruitment season, we recruited and served economically disadvantaged populations by continuing to market in New York City Housing Authority developments	We will continue all advertising efforts that we know are viable to areas of economically disadvantaged families, such as community centers, housing

	and community centers, daycares, Head Start programs, free and low-cost healthcare facilities, food banks, and local community-based organizations (e.g. houses of worship, after-school programs). Our marketing tactics included bus ads, newspaper ads, digital advertising on social media, and more. Our canvassing efforts targeted bus stops, trains, parks, corner stores, shelters, and libraries. When communicating with families, we inform them that we are a public school and that there is no cost to apply for admission or to attend. We will also provide as much assistance as we can for uniforms to families in need.	developments, daycare, etc. We plan to produce advertisements on buses and trains, newspapers, magazines, and social media. We will continue our canvassing efforts in targeted bus stops, trains, parks, corner stores, shelters, and libraries. Our goal is to expand our presence in the neighborhoods we serve.

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2025-2026	Describe Retention Plans for 2026-2027
Students with Disabilities	During the 2025-26 school year, we retained students with disabilities by having supports and services for students with disabilities. Every campus had integrated co-teaching classrooms, and our services included Counseling, Speech, Occupational Therapy, and Physical Therapy. Our dedicated Student Service staff worked hard to get students the supports and services the students need, so that eventually the students can be phased out of their Individualized Educational Plans.	We will continue to work with families on a case-by-case basis to educate them about the child's IEP and reasons for the recommended services. We will begin servicing the child as soon as possible. If for any reason, a parent does not agree with the mandated services, we will help them with the appeal process. The ultimate goal is to provide the correct services that enable students to progress from a complex setting to a less complex setting, eventually becoming independent.
English Language Learners	During the 2025-26 school year, we retained English language learners in several ways. We continued to provide high-quality, extensive support to ELL students as they learn English. We provided professional development to staff who support ELLs and ensure teachers have access to the appropriate resources. We created classrooms that are language-rich and enhance students' vocabularies and experiences with language.	We plan to retain English Language Learners in several ways. At registration, we will survey families for household primary language and identify students for NYSITELL testing to assess their level of English proficiency. We will continue to provide high-quality, extensive support to ELL students, as they learn English. We will provide professional development to staff who support ELLs, and ensure teachers have access to the appropriate resources. We will continue to create classrooms that are language-rich and enhance students' vocabularies and experiences with language.
Economically Disadvantaged	During the 2025-26 school year, we retained students from economically disadvantaged populations in several ways. We provided free breakfast and lunch. We provided free school supplies and technology	We plan to retain and serve students from economically disadvantaged populations in several ways. We will research programs available for the specific population and provide families with

	to scholars. Additionally, we shared information about community-based organizations with programs such as rental assistance and food banks.	opportunities for their children. We are also working on obtaining uniform vouchers for those families who absolutely cannot afford uniforms for their children.

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Jul 8 2026

Instructions

Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

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

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

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

B. Emergency Conditional Clearances

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

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

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

Attestation

Responses Selected:

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

Entry 9 – School Calendars

Completed - Jul 29 2026

Instructions

Required of ALL Charter Schools

Charter schools must upload final **2025-2026 and 2026-2027** calendars into the portal **no later than 11:59 PM on August 3, 2026**. The calendars must be separate files.

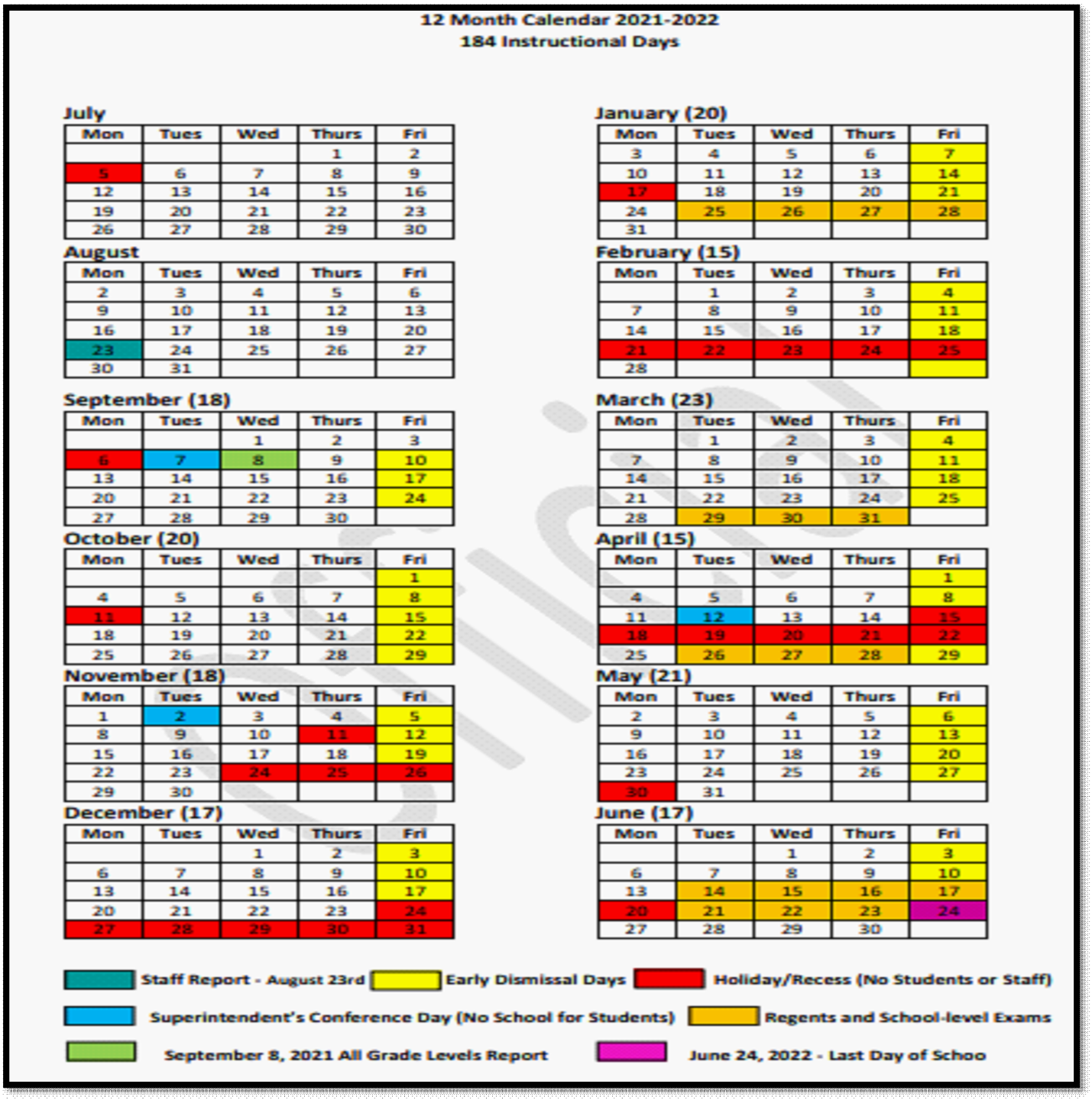
School calendars must meet the minimum instructional requirements as required of other public schools "… *unless the school's charter requires more instructional time than is required under the regulations."*

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

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

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

Sample Calendar:



12 Month Calendar 2021-2022
184 Instructional Days

July

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September (18)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October (20)

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November (18)

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December (17)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January (20)

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

February (15)

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March (23)

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April (15)

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May (21)

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June (17)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Staff Report - August 23rd
Early Dismissal Days
Holiday/Recess (No Students or Staff)
Superintendent's Conference Day (No School for Students)
Regents and School-level Exams
September 8, 2021 All Grade Levels Report
June 24, 2022 - Last Day of Schoo

Bronx Snapshot Calendar 2025-2026

Filename: Bronx Snapshot Calendar 2025-2026.pdf **Size:** 204.0 kB

Bronx Excellence Snapshot Calendar 2026-2027

Filename: Bronx Excellence Snapshot Calendar 2026-2027.pdf **Size:** 206.6 kB

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

Completed - Sep 17 2026

Instructions

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

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at Accountability Plan Progress Report. Schools serving high school grades must also submit an accompanying High School Data Submission spreadsheet. After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal **and** into the SUNY Epicenter document management system **no later than 11:59 PM on September 15, 2026**.

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

APPR 2026_ Bronx Excellence 2 Final

Filename: APPR 2026_Bronx Excellence 2 Final.pdf **Size:** 536.7 kB

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

Incomplete

Instructions

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

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2026**.

Schools must complete the "Goals" tables as provided in the tables below **OR** upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a “Meets” rating on the 10 Performance Framework benchmarks.

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

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a “Meets” rating on the 10 Performance Framework benchmarks.

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

No Responses Selected

PROGRESS TOWARD CHARTER GOALS

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

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

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

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

2. ORGANIZATION GOALS

2025-2026 Progress Toward Attainment of Organization Goals

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

5. Do have more organizational goals to add?

(No response)

3. FINANCIAL GOALS

2025-2026 Progress Toward Attainment of Financial Goals

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

Thank you.

Entry 12 – Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL charter schools must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 2, 2026.** The statements, the independent auditor's report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

ALL SUNY-authorized charter schools must also submit the documents to the SUNY Compass system **no later than 11:59 PM on November 2, 2026**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

Entry 13 – Fiscal Year 2026-2027 Budget

Incomplete

Regents, NYCDOE, and Buffalo BOE-authorized charter schools are required to download the budget template from the portal or the Annual Reports webpage and complete it. Upload the completed template **no later than 11:59 PM on November 2, 2026**. The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

Optional Additional Documents to Upload (BOR)

Incomplete

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Joyce Frost

Name of Charter School Education Corporation:

Bronx Charter School for Excellence

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

Trustee

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

☐ **Yes** ☑ **No**

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

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

☐ **Yes** ☑ **No**

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

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

☐ **Yes** ☑ **No**

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

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

☐ **Yes** ☑ **No**

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

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

☑ **None**

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

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

☑ **None**

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

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

Business Telephone:

[redacted]

Business Address:

[redacted]

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

[redacted] 08/08/2025

Signature **Date**

Acceptable signature formats include:

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

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Joseph Lewis

Name of Charter School Education Corporation:

Bronx Charter School for Excellence

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

   treasurer

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

   ☐ **Yes** ☑ **No**

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

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

   ☐ **Yes** ☑ **No**

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

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

☐ **Yes** ☑ **No**

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

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

☐ **Yes** ☑ **No**

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

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

☑ **None**

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

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

☑ **None**

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

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

Business Telephone:

[redacted]

Business Address:

[redacted]

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

[redacted] 09/1/2025

Signature **Date**

Acceptable signature formats include:

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

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Stacey Lauren

Name of Charter School Education Corporation:

Bronx Charter School for Excellence

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

   Secretary

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

   ☐ **Yes** ☑ **No**

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

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

   ☐ **Yes** ☑ **No**

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

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

☐ **Yes** ☑ **No**

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

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

☐ **Yes** ☑ **No**

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

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

☑ **None**

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

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

☑ **None**

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

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

Business Telephone:

_____

Business Address:

_____

E-mail Address:

[redacted] _____

Home Telephone:

_____

Home Address:

_____

[redacted] 8/11/2025

Signature **Date**

Acceptable signature formats include:

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

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:
Kathleen Lathen

Name of Charter School Education Corporation:

Bronx Charter School for Excellence

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

Chair

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

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

☒ **None**

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

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

☒ None

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

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Business Telephone:

[redacted]

Business Address:

[redacted]

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

[redacted] 8/3/26

Signature **Date**

Acceptable signature formats include:

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

last revised 04/2022

Bronx Excellence – 2025-2026 School Calendar

180 school days

September 2025						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						21

October 2025						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						22

November 2025						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						16

December 2025						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						17

January 2026						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						19

February 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
						15

March 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						22

April 2026						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	21	23	24	25
26	27	28	29	30		
						16

May 2026						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						20

June 2026						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				12

Dates to Know:

August 18 – New Teachers/Existing Employees Start/Return

June 6 – Optional Grade Book Entry Day – Paid as Saturday Academy Day.

Schedule Changes:

All Saturday academy days are scheduled from 9am-3pm

COLOR CODE DEFINITON:

00	Fed Holidays – Closed
	Recess - Closed
	Saturday Academy
	End of MP
	PT Conferences
	Network Wide PD (clerical day)
	First and Last Day of School
	State Testing (ELA, Math, Science)
	Gradebook entries due

Federal Holidays and School Breaks 2025/26 (school closures)

Sep 1	Labor Day	***Dec 24-Jan 2***	***Winter Recess***	***Apr 3-10***	***Spring Recess***
Oct 13	Indigenous Peoples' Day	Jan 1, 2026	New Year's Day	May 25	Memorial Day
Nov 4	Election Day/PD/Clerical	Jan 19	Martin L. King Day	June 4	PD/Clerical Day
Nov 11	Veteran's Day	***Feb 16-20***	***Mid-Winter Recess***	June 5	Administrative Day
Nov 27-28	Thanksgiving Recess	Feb 16	President's Day	June 19	Juneteenth

Bronx Excellence – 2026-2027 School Calendar

180 school days

September 2026						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						17

October 2026						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						21

November 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						17

December 2026						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						17

January 2027						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						19

February 2027						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
						15

March 2027						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						22

April 2027						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						17

May 2027						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					20

165

June 2027						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			15

Dates to Know:
August 24 – New Teachers Start
August 27 - Existing Employees Return. All Teachers on board.

Schedule Changes:
All Saturday academy days are scheduled from 9am-3pm

COLOR CODE DEFINITON:

- 00 Fed Holidays – Closed
- Recess - Closed
- Saturday Academy
- End of MP
- PT Conferences
- PD/Clerical day
- First and Last Day of School
- State Testing (ELA, Math, Science)
- Gradebook entries due

Federal Holidays and School Breaks 2026/27 (school closures)

Sep 7	Labor Day	***Dec 24-Jan 1***	***Winter Recess***	Mar 26	Good Friday
Oct 12	Indigenous Peoples' Day	Jan 1, 2026	New Year's Day	***Apr 12-16***	***Spring Recess***
Nov 3	Election Day/PD	Jan 18	Martin L. King Day	May 31	Memorial Day
Nov 11	Veteran's Day	***Feb 15-19***	***Mid-Winter Recess***	June 3&4	PD/Clerical Day
Nov 26-27	Thanksgiving Recess	Feb 15	President's Day	June 18	Juneteenth (Observed)

BRONX Excellence

Bronx Charter School for Excellence 2

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2026

By

Shaun Benjamin, Elementary Principal in Residence
Ken Marsh, Middle School Principal

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2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Shaun Benjamin, Elementary Principal, and Ken Marsh, Middle Principal, prepared this 2025-26 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

Shaun Benjamin has served as Elementary Principal since July 2025. Ken Marsh has served as Middle Principal for Bronx Charter School for Excellence 2 since July 2025.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

SCHOOL OVERVIEW

Bronx Charter School for Excellence 2 (Bronx Excellence 2, Bronx 2) opened in the fall of 2016. In 2023, Bronx Excellence 2 was honored by the U.S. Department of Education with a National Blue Ribbon award as an Exemplary High Performing School. Bronx 2 also has previously earned the distinction of being named a Recognition School by NYSED. 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 2025-2026 school year, Bronx 2 served 538 children in grades K-8.

The mission of Bronx Charter School for Excellence 2 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 2 provides a supportive and caring environment that maintains high expectations for all students in grades K-8. The demographics of the population served by Bronx Excellence 2 are as follows:

Percentage distribution of 2025-2026 students by race/ethnicity

Ethnicity	Percentage
American Indian or Alaskan Native	0.7%
Asian	24.9%
Black/African American	30.7%
Hispanic/Latino	40.0%
Multiple Ethnicities	0.2%
Native Hawaiian or Other Pacific Islander	0.4%
White	3.2%

In addition, 58.4% 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	Un-graded	Total
2023-24	45	53	51	56	53	54	42	45	49	-	448
2024-25	54	55	58	56	57	59	69	51	43	-	502
2025-26	60	66	66	61	62	58	61	56	48	-	538

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

GOAL 1: ENGLISH LANGUAGE ARTS

Bronx Excellence 2 students will become proficient readers and writers of the English language.

BACKGROUND

Bronx Charter School for Excellence 2 implements a high-quality, comprehensive English Language Arts (ELA) curriculum that is aligned to New York State's Next Generation Learning Standards. The reading program provides the foundation needed for students to become proficient readers, including the skills and knowledge necessary to understand how phonemes are connected to print, the ability to decode words, and the ability to read fluently. It provides 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 2 utilizes the writing workshop model for scholars to experience processed and craft writing. Students improve writing fluency, learn to communicate effectively, and develop knowledge of the English written language system, with an emphasis on syntax and discourse. Students understand the connections between reading and writing to develop as 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. 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, data 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.

2025-26 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Total Enrolled	Percent Tested
3	58	58	100.0%
4	57	61	93.4%
5	56	58	96.6%
6	60	62	96.8%
7	53	54	98.1%
8	47	47	100.0%
All	331	340	97.4%

Performance on 2025-26 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	58	50	86.2%	47	40	85.1%
4	57	47	82.5%	45	37	82.2%
5	56	41	73.2%	49	36	73.5%
6	60	55	91.7%	53	49	92.5%
7	53	48	90.6%	51	46	90.2%

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

8	47	43	91.5%	47	43	91.5%
All	331	284	85.8%	292	251	86.0%

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 2025-26 English language arts MIP for all students of **126.5**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.[2]

English Language Arts 2025-26 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
331	1.2	13	41.4	44.4

$$PI = (0 * [1.2\%]_{Level\ 1} + 1 * [13\%]_{Level\ 2} + 2 * [41.4\%]_{Level\ 3} + 2.5 * [44.4\%]_{Level\ 4}) * 100 =$$ **206.8**

ELA Measure 3 - Comparative

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

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

2025-26 State English Language Arts Exam
Charter School and District Performance by Grade Level

[2] You can find the statewide MIP goals for 2022-23 to 2028-29 here. Note: 2023-24 and 2022-23 MIP goals were retroactively updated and increased in the new guidance before the 2025-26 school year.

[3] Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. Schools can access these data at data.nysed.gov.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	47	85.1%	1868	41.5%
4	45	82.2%	1990	46.2%
5	49	73.5%	2023	40.0%
6	53	92.5%	2129	44.2%
7	51	90.2%	2286	47.3%
8	47	91.5%	2330	52.7%
All	292	86.0%	12626	45.6%

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.

METHOD

Given the timing of the state's release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2024-25 results.[4]

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.

2024-25 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	85.0%	472	446.6	2.26
4	75.4%	470	448.6	2.03
5	88.3%	471	445.9	2.44
6	100.0%	469	440.6	2.89
7	100.0%	475	443.5	3.25

[4] These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
8	97.7%	473	445.0	3.06
All	90.6%	471.5	445.1	2.63

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 2025-26 analysis is not yet available. This report contains 2024-25 results, the most recent Growth Model data available.[5]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2024-25 and also have a state exam score from 2023-24 including students who were retained in the same grade. Students with the same 2023-24 score are ranked by their 2024-25 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.

2024-25 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	50.1	50.0
5	56.2	50.0
6	70.3	50.0
7	72.4	50.0
8	58.9	50.0
All	61.6	50.0

ELA INTERNAL EXAM RESULTS

During 2025-26, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: Internally developed

[5] These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

The table below shows the proficiency rates of students at the end of the 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 2025-26 Students from Internal ELA Assessment by Grade Level

Site	Grade	Count of Students	% Proficient
Bronx 2	3	58	74.1%
Bronx 2	4	60	76.7%
Bronx 2	5	57	75.4%
Bronx 2	6	61	91.8%
Bronx 2	7	54	100.0%
Bronx 2	8	47	100.0%
Bronx 2	All	337	85.8%

SUMMARY OF THE ELA GOAL

Bronx Excellence 2 met the English language arts goal and exceeded the performance target for each of the five individual 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 English language arts exam for grades 3-8.	Met
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.	Met
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.	Met
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.	Met
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.	Met
TOTAL	Of the required measures, the school met:	5/5

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

EVALUATION OF ELA GOAL

Bronx Excellence 2 exceeded the performance target for each of the five measures and met the ELA goal for 2025-26.

Measure 1 – Absolute: Overall, 86% 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 grade tested but one surpassed the 75% attainment target as well.

Measure 2 – Absolute: The school's performance index was 206.8, which exceeded the achievement measure target of 126.5.

Measure 3 – Comparative: Bronx Excellence 2 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 86%, compared to 45.6% within the school district of comparison.

Measure 4 – Comparative: Each individual grade tested surpassed the .3 effect size achievement measure target, and the school's overall effect size was 2.63.

Measure 5 – Growth: Each grade surpassed the 50.0 achievement measure target for mean growth percentile, and the overall MGP was 61.6.

These positive outcomes reflect effective instructional routines and the overall strength of the ELA program in school year 2025-26.

ELA ACTION PLAN

At Bronx Excellence 2 we are committed to ensuring that every scholar has access to high-quality instruction that allows them to thrive academically and as independent thinkers. During the 2026-27 school year, our ELA priorities will center on strengthening teacher development, deepening data-driven practices, implementing targeted interventions, and elevating the quality of student writing. Teachers will engage in collaborative lesson planning aligned to the Next Generation Standards and will participate in regular data cycles to analyze results, identify misconceptions, and adjust instruction accordingly. These cycles will also inform targeted interventions for all levels of readers and writers, monitored weekly with clear entry and exit criteria.

Writing will remain a schoolwide priority as we aim to ensure scholars develop into proficient, independent communicators. Teachers will analyze student work regularly to track growth and implement writing strategies with fidelity. Instruction will emphasize sentence expansion and structure, note-taking and summarization, evidence-based writing across subject areas, and scaffolded tasks that build from sentences to multi-paragraph essays. Teachers will set growth goals aligned to the Next Generation Standards and monitor progress using writing portfolios, rubrics, and interim assessments.

Professional development will continue to be a driving force for teacher growth. Our PD cycles will focus on the Next Generation Standards, emphasizing reading, writing, and language with attention to key ideas and details, craft and structure, integration of knowledge and ideas, and vocabulary development. Teachers will also receive training on The Writing Revolution strategies, student work protocols, designing responsive interventions, and differentiating instruction for English Learners, scholars with disabilities, and advanced students. This commitment to professional learning will ensure that instruction is rigorous, equitable, and responsive to the diverse needs of all scholars.

Reading instruction will combine whole-group instruction with flexible small groups, while writing tasks will be embedded consistently across content areas. Teachers will use formative assessments such as exit tickets, frequent checks for understanding, and student work analysis to guide instruction. Benchmark assessments and weekly data meetings will ensure ongoing progress monitoring, while writing portfolios will showcase scholar growth over time. Using these strategies, Bronx Excellence 2 will maintain its culture of literacy and ensure all scholars can communicate their ideas with clarity, evidence, and confidence.

GOAL 2: MATHEMATICS

Bronx Excellence 2 students will demonstrate steady progress in the understanding and application of mathematical skills.

BACKGROUND

Bronx Excellence 2 uses Next Generation math standards and Eureka Math^2, which 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 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.

METHOD

2025-26 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Total Enrolled	Percent Tested
3	58	58	100.0%
4	57	61	93.4%
5	57	58	98.3%
6	59	62	95.2%
7	54	54	100.0%
8	47	47	100.0%
All	332	340	97.6%

Performance on 2025-26 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	58	58	100.0%	47	47	100.0%
4	57	55	96.5%	45	44	97.8%
5	57	55	96.5%	49	47	95.9%
6	59	51	86.4%	52	45	86.5%
7	54	47	87.0%	52	46	88.5%
8	47	43	91.5%	47	43	91.5%
All	332	309	93.1%	292	272	93.2%

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 2025-26 mathematics MIP for all students of **130.4**. 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 2025-26 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
332	1.2	5.7	42.8	50.3

$$PI = (0 * [1.2\%]_{Level\ 1} + 1 * [5.7\%]_{Level\ 2} + 2 * [42.8\%]_{Level\ 3} + 2.5 * [50.3\%]_{Level\ 4}) * 100 = \mathbf{217.0}$$

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.[6]

2025-26 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 2nd Year		All District Students	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	47	100.0%	1925	57.6%
4	45	97.8%	2013	56.0%
5	49	95.9%	2038	48.1%
6	52	86.5%	2106	42.2%
7	52	88.5%	2285	53.3%
8	47	91.5%	1217	44.2%
All	292	93.2%	11584	50.6%

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

Given the timing of the state's release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2024-25 results.[7]

[6]Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

[7] These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

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.

2024-25 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	85.0%	489	451	2.37
4	75.4%	489	453.5	2.31
5	88.3%	478	446.9	2.17
6	100.0%	478	441.5	2.97
7	100.0%	490	446.7	3.27
8	97.7%	494	441.8	3.23
All	90.6%	485.9	447.1	2.69

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 2025-26 analysis is not yet available. This report contains 2024-25 results, the most recent Growth Model data available.[8]

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 2024-25 and also have a state exam score in 2023-24 including students who were retained in the same grade. Students with the same 2023-24 scores are ranked by their 2024-25 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.

2024-25 Mathematics Mean Growth Percentile by Grade Level

	Mean Growth Percentile

[8] These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Grade	School	Target
4	66.7	50.0
5	50.2	50.0
6	51.7	50.0
7	72.6	50.0
8	59.4	50.0
All	59.8	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2025-26, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Internally developed

METHOD

The table shows the proficiency rates of students at the end of the 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 2025-26 Students from Internal math Assessment by Grade Level

Site	Grade	Count of Students	% Proficient
Bronx 2	3	58	87.9%
Bronx 2	4	60	86.7%
Bronx 2	5	57	94.7%
Bronx 2	6	61	93.4%
Bronx 2	7	54	88.9%
Bronx 2	8	47	97.9%
Bronx 2	All	337	91.4%

SUMMARY OF THE MATHEMATICS GOAL

Bronx Excellence 2 exceeded the performance target for each of the five measures and met the overall mathematics goal for 2025-26.

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.	Met

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.	Met
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.	Met
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.	Met
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.	Met
TOTAL	Of the required measures, the school met:	5/5

EVALUATION OF THE MATHEMATICS GOAL

Bronx Excellence 2 exceeded each of the five mathematics measures and met the goal.

Measure 1 – Absolute: Overall, 93.2% 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, and students in third grade had a proficiency rate of 100%. Additionally, students enrolled in at least their second year who took the Regents Algebra 1 exam had a 100% passing rate.

Measure 2 – Absolute: The school's performance index was 217.0, which exceeded the achievement measure target of 130.4.

Measure 3 – Comparative: Bronx Excellence 2 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 93.2%, compared to 50.6% 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 2.69.

Measure 5 – Growth: Each grade surpassed the 50.0 achievement measure target and the school's overall MGP was 59.8, surpassing the target of 50.

These positive outcomes reflect effective instructional routines and the overall strength of the mathematics program in school year 2025-26.

Performance on the Regents Algebra I Exam Of 8th Grade Students Enrolled in At Least Their Second Year[9]				
Year	Charter School		School District	
	Number Tested	Percent Passing	Number Tested	Percent Passing
2023-24	25	92.0%	3550	43%
2024-25	14	100.0%	4353	38%
2025-26	21	100.0%	-	-

MATHEMATICS ACTION PLAN

At Bronx Excellence 2, equity continues to guide our mission to ensure that every scholar has access to high-quality math instruction. Teachers will rely on a data-driven approach to assess each scholar's needs and create individualized intervention plans. Support will be provided through small-group instruction, one-to-one tutoring, and individualized services. This comprehensive approach ensures that all scholars, including English Learners and students with disabilities, have equitable opportunities to master math content and skills.

Bronx Excellence 2 prioritizes building strong foundational math skills to strengthen number sense and fluency. This year, we will continue that focus while deepening teacher development in effective planning, responding to data, and fostering scholar independence. Teachers will be trained to encourage students to explain their reasoning, show multiple strategies, and self-monitor progress. Instruction will leverage flexible small groups and manipulatives to make abstract concepts more concrete, ensuring that all scholars can access rigorous, grade-level content.

Professional development will remain central to strengthening teacher practice. Teachers will engage in collaborative planning with leadership and peers, participate in co-teaching and modeling cycles with ECS coaches, and use student work protocols to calibrate expectations across grade levels. PD will emphasize differentiation strategies, embedding math discourse, strengthening use of manipulatives, and facilitating productive struggle. By equipping teachers with these tools, we will ensure instruction is both rigorous and responsive to scholar needs.

Daily classroom practice will reflect these priorities through whole-group instruction paired with differentiated intervention in small groups. Math messages are embedded into morning meetings, and rich opportunities are provided for problem-solving and projects. Progress will be monitored through benchmark assessments, frequent formative checks, and early intervention systems that track short-term goals. Weekly and quarterly data meetings will ensure instruction is continuously adjusted based

[9]Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

on student performance to prepare all students to advance with confidence and independence in mathematics.

GOAL 3: SCIENCE

Students will demonstrate proficiency relevant to scientific achievement and use technology, scientific concepts, principals, 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 2 is differentiated for all learning styles and incorporates several methods of instructional delivery and assessment. Instruction emphasizes active, hands-on exploration 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. 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

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2026. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2025-26 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	49	37	75.5%
8	46	45	97.8%
All	95	82	86.3%

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.[10]

2025-26 State Science Exam
Charter School and District Performance by Grade Level

	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	49	37	75.5%	1970	713	36.2
8	46	45	97.8%	1181	514	43.5
All	95	82	86.3%	3151	1227	38.9

[10] Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. District results can be found at data.nysed.gov.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Bronx Excellence 2 met the science goal and surpassed achievement 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.	Met
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.	Met
TOTAL	Of the required measures, the school met:	2/2

EVALUATION OF THE SCIENCE GOAL

Bronx Excellence 2 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 86.3% overall, with students in both fifth and eighth grades exceeding the 75% target. Students greatly exceeded the performance of their district peers. Additionally, some Bronx Excellence 2 students took the Living Environment Regents exam in 2025-26, with a passage rate of 100%.

Performance on Regents Exam in **Living Environment**
Of 8th Grade Students Enrolled in At Least Their Second Year[11]

Year	Charter School		School District	
	Number Tested	Percent Passing	Number Tested	Percent Passing
2023-24	-	-	3143	38%
2024-25	9	100%	1162	33%
2025-26	23	100%	-	-

ACTION PLAN

Bronx Excellence 2 will continue to pursue a comprehensive approach to evaluating students' instructional needs through the systematic administration of multiple benchmark assessments that capture formative and summative data at regular intervals. Assessments will 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

[11] Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

intentional scaffolding and supports embedded to address the needs of students with disabilities and English Learners.

Guided by the principles of Next Generation Science Standards (NGSS) and the Amplify Science curriculum, Bronx Excellence 2 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 2 ensures sustained fidelity to curricular rigor while continuously monitoring learner outcomes and instructional efficacy.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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 Every Student Succeeds Act ("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.

Schools can find their 2025-26 Preliminary Accountability Status in the Information and Reporting Services Portal (IRSP), in the download titled "2025-26 Preliminary Accountability Determinations ROS". All schools, including schools in their first year of operating, should have a 2025-26 Preliminary Accountability Status by the time this report is being compiled.

Accountability Status by Year

Year	Status
2023-24	Local Support and Improvement (Good Standing)
2024-25	Local Support and Improvement (Good Standing)
2025-26	Local Support and Improvement (Good Standing)

ADDITIONAL CONTEXT AND EVIDENCE

Bronx Excellence 2 has met this goal every year of reporting.

CROSS-FIRE & SECURITY CO., INC.
A LIFE SAFETY SYSTEM COMPANY

CASE SERVICE REPORT

EXCELLENCE SCHOOLS

1734 Williamsbridge Rd,
Bronx,
NY 10461

Cross Fire and Security Co.
41-33 38th Street
Long Island NY 11101
United States

SITE DETAILS

Asset 1734 Williamsbridge Rd, Bronx, NY 10461
Site Address 1734 Williamsbridge Rd, Bronx, NY 10461

CASE DETAILS

Date 3/1/2026
Case No. 99265
Subject Inspections
Contact

TASKS

TASK NO. 3941706

Service Date 4/6/2026
Task Type Site Visit
Technician Oneil Thompson
Team Members Ronald Prunty
Actions Taken As per customer contact performed semi annual inspection of the building fire alarm system and updated logbook Tested 1). Smoke 2). Pullstation 3). Speakers/strobes 4) Carbon c.o 5). Damper/purge 6). Fans

Labor

Date	Employee	Description	Hours
4/6/2026	Ronald Prunty	CFS Technician Contract Standard	8
4/6/2026	Oneil Thompson	CFS Technician Contract Standard	8

Parts & Charges

N/A

Expenses

N/A

Sign Off

Customer Signature Alberto



06/30/26

FALCON ENGINEERED SECURITY SOLUTIONS

PO BOX 740643 BRONX, NY 10474 WWW.FESSOLUTION.COM
TEL: (718) 618 7160 / 7161 FAX: (718) 618 7159 24 HR EMERGENCY : (914) 621 6419

DESIGN MAINTENANCE MONITORING FIRE ALARM
CCTV ACCESS CONTROL SECURITY

TECHNICIAN SERVICE TICKET

*STATE OF NEW YORK *DEPARTMENT OF STATE # 12000307223

DATE:	06/30/26
TECH:	Y/JB/AG

JOBSITE:	SCHOOL OF EXCELLENCE	**BILL TO:**	
SYSTEM:	GAMEWELL	**ADDRESS:**	1804 HOLLANDER AVE

PURPOSE OF VISIT:	PREVENTIVE MAINTENANCE INSPECTION AND TESTING

WORK PERFORMED:

Upon arrival the technician found the system in normal condition. We called the central station to go offline . We tested the smoke detectors and pull stations and the audio system. We left the system in normal condition before leaving the building.	Central station: Johnson control 1 800-289-2647 Account: H627965724 Primary line: 718-239-2436 Secondary line: 718-239-2428 Panel : Gamewell Password: master

PARTS USED			PARTS REQUIRED		
PART#	**DESCRIPTION**	**QTY**	**PART#**	**DESCRIPTION**	**QTY**
UT-1272	BATTERIES	02			

TRAVEL:	1h	**LABOR:**	3h	**OT TRAVEL:**		**OT LABOR:**	

CUST NAME:	Super	**DATE**	06/30/26
CUST SIGN		**CUST EMAIL:**	

OTHERS

FIRE ALARM TEST/MAINTENANCE

Falcon Engineered Security Solutions, INC.

PROJECT NAME:

Device Code	Device Location	Device Type	Alm	Test	Clean	Sensitivity %	Date
	School Bronx of Excellence						
	1804 Holland Ave.						
2	2FL HALLWAY SMOKE DETECTOR	Photo Detector	X	X	X		**06.30.26**
3	2FL CLASSROOM SMOKE DETECTOR	Photo Detector	X	X	X		**06.30.26**
4	2FL CLASSROOM SMOKE DETECTOR	Photo Detector	X	X	X		**06.30.26**
7	TOP OF THE STAIR SMOKE DETECTOR	Photo Detector	X	X	X		**06.30.26**
8	2FL CLASSROOM SMOKE DETECTOR	Photo Detector	X	X	X		**06.30.26**
9	2FL OFFICE SMOKE DETECTOR	Photo Detector	X	X	X		**06.30.26**
10	2FL CLASSROOM SMOKE DETECTOR	Photo Detector	X	X	X		**06.30.26**
13	2FL CLASSROOM SMOKE DETECTOR	Photo Detector	X	X	X		**06.30.26**
14	2FL CLASSROOM SMOKE DETECTOR	Photo Detector	X	X	X		**06.30.26**
15	TOP OF THE STAIR SMOKE DETECTOR	Photo Detector	X	X	X		**06.30.26**
16	2FL HALLWAY BY SLOPSINK SMOKE DETECTOR	Photo Detector	X	X	X		**06.30.26**
18	1FL CLASSROOM PRINCTON SMOKE DETECTOR	Photo Detector	X	X	X		**06.30.26**
19	1FL CLASSROOM COLGATE UNIVERSITY	Photo Detector	X	X	X		**06.30.26**
20	1FL HALLWAY BY FACP SMOKE DETECTOR	Photo Detector	X	X	X		**06.30.26**
23	1FL OFFICE BY FACP SMOKE DETECTOR	Photo Detector	X	X	X		**06.30.26**
24	1FL INNER OFFICE BY FACP SMOKE DETECTOR	Photo Detector	X	X	X		**06.30.26**

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Burglar Alarm and Fire Alarm Business Lic #12000309086

FIRE ALARM TEST/MAINTENANCE

Falcon Engineered Security Solutions, INC.

PROJECT NAME:

Device Code	Device Location	Device Type	Alm	Test	Clean	Sensitivity %	Date
25	1FL CLASSROOM STANFORD UNIVERSITY SMOKE	Photo Detector	X	X	X		06.30.26
26	1FL CLASSROOM UCLA SMOKE DETECTOR	Photo Detector	X	X	X		06.30.26
27	1FL AUDITORIUM SMOKE DETECTOR 1	Photo Detector	X	X	X		06.30.26
28	1FL AUDITORIUM SMOKE DETECTOR 2	Photo Detector	X	X	X		06.30.26
29	1FL AUDITORIUM SMOKE DETECTOR 3	Photo Detector	X	X	X		06.30.26
30	1FL PLATFORM/STAGE SMOKE DETECTOR	Photo Detector	X	X	X		06.30.26
32	1FL STORAGE BY STAIR SMOKE DETECTOR	Photo Detector	X	X	X		06.30.26
35	1FL ELECTRIC ROOM SMOKE DETECTOR 1	Photo Detector	X	X	X		06.30.26
36	1FL ELECTRIC ROOM SMOKE DETECTOR 2	Photo Detector	X	X	X		06.30.26
37	1FL MAIN ENT TO AUDITORIUM SMOKE	Photo Detector	X	X	X		06.30.26
39	1FL AUDITORIUM STORAGE SMOKE DETECTOR	Photo Detector	X	X	X		06.30.26
40	CELLAR STORAGE 1 BY MEDICAL OFF SMOKE	Photo Detector	X	X	X		06.30.26
41	CELLAR STORAGE 2 BY MEDICAL OFF SMOKE	Photo Detector	X	X	X		06.30.26
42	CELLAR MEDICAL OFFICE SMOKE DETECTOR 1	Photo Detector	X	X	X		06.30.26
43	CELLAR MEDICAL OFFICE SMOKE DETECTOR 2	Photo Detector	X	X	X		06.30.26
44	CELLAR HALLWAY BY MED OFFICE SMOKE DET	Photo Detector	X	X	X		06.30.26
48	CELLAR BOILER ROOM HEAT DETECTOR	Thermal Det	X	X	X		06.30.26
50	BOILER ROOM	Photo Detector	X	X	X		06.30.26

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FIRE ALARM TEST/MAINTENANCE

Falcon Engineered Security Solutions, INC.

PROJECT NAME:

Device Code	Device Location	Device Type	Alm	Test	Clean	Sensitivity %	Date
51	CELLAR STORAGE1 BY KITCHEN SMOKE DET	Photo Detector	X	X	X		06.30.26
52	CELLAR STORAGE2 BY KITCHEN SMOKE DET	Photo Detector	X	X	X		06.30.26
53	CELLAR CAFE BY REFRIGERATOR SMOKE 1	Photo Detector	X	X	X		06.30.26
54	CELLAR CAFE SMOKE DETECTOR 2	Photo Detector	X	X	X		06.30.26
55	CELLAR CAFE SMOKE DETECTOR 3	Photo Detector	X	X	X		06.30.26
56	CELLAR CAFE SMOKE SMOKE DETECTOR 4	Photo Detector	X	X	X		06.30.26
57	CELLAR CAFE STORAGE BY TOILET SMOKE DET	Photo Detector	X	X	X		06.30.26
62	CELLAR STORAGE BY HALLWAY SMOKE DET	Photo Detector	X	X	X		06.30.26
64	CELLAR CLASSROOM DARTMOUTH SMOKE DET	Photo Detector	X	X	X		06.30.26
65	CELLAR OFFICE BY STAIR	Photo Detector	X	X	X		06.30.26
66	CELLAR STORAGE BY STAIR	Photo Detector	X	X	X		06.30.26
67	CELLAR CLASSROOM ARIZONA SMOKE DET	Photo Detector	X	X	X		06.30.26
68	CELLAR COUNSELLOR OFFICE SMOKE DET	Photo Detector	X	X	X		06.30.26
71	CELLAR KITCHEN HEAT DETECTOR	Thermal Det	X	X	X		06.30.26
72	BOILER SHUTDOWN	Form C AOM NS					06.30.26
101	STROBE CKT 1	Signal AOM NS					06.30.26
102	STROBE CKT 2	Signal AOM NS					06.30.26
103	STROBE CKT 3	Signal AOM NS					06.30.26

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FIRE ALARM TEST/MAINTENANCE

Falcon Engineered Security Solutions, INC.

PROJECT NAME:

Device Code	Device Location	Device Type	Alm	Test	Clean	Sensitivity %	Date
104	1FL SPEAKER	Signal AOM NS					**06.30.26**
105	STAIR A SPEAKER	Signal AOM NS					**06.30.26**
106	CELLAR SPEAKER	Signal AOM NS					**06.30.26**
107	STAIR B SPEAKER	Signal AOM NS					**06.30.26**
108	2FL SPEAKER	Signal AOM NS					**06.30.26**
111	SMOKE TO CENTRAL	Form C AOM NS					**06.30.26**
112	PULL TO CENTRAL	Form C AOM NS					**06.30.26**
113	WFLOW TO CENTRAL	Form C AOM NS					**06.30.26**
114	SUPV TO CENTRAL	Form C AOM NS					**06.30.26**
115	CARBON TO CENTRAL	Form C AOM NS					**06.30.26**
116	TORUBLE TO CENTER	Form C AOM NS					**06.30.26**

NOTES: NOTES: PREVENTATIVE MAINTANCE Ticket #YAYA/JB/AG 06.30.26

CERT COF#93296069 YAYA TRAORE

- Upon arrival at the building, we found the system in normal condition.
- We called the central station to go offline.
- We tested all the smoke detectors, pull stations, and audio system.
- Confirmed the signal reception with central station.
- We left the system in normal condition before leaving the building.

FES SOLUTIONS, INC

B Form 54 (Rev. 8/85)

G.G.
ALT. 439/85

THE CITY OF NEW YORK

DEPARTMENT OF BUILDINGS
CERTIFICATE OF OCCUPANCY

BOROUGH BRONX DATE: FEB 24 1989 NO. 58210

This certificate supersedes C.O. No. 28857 (HS) ZONING DISTRICT R4

THIS CERTIFIES that the ~~new~~ altered ~~existing~~ building premises located at
1744 E.S. WILLIAMSBRIDGE RD, S.E. CORNER MORRIS PARK AVE Block 4114 Lot 1
CONFORMS SUBSTANTIALLY TO THE APPROVED PLANS AND SPECIFICATIONS AND TO THE REQUIREMENTS OF ALL APPLICABLE LAWS, RULES, AND REGULATIONS FOR THE USES AND OCCUPANCIES SPECIFIED HEREIN

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOAD LBS PER SQ FT	MAXIMUM NO OF PERSONS PERMITTED	ZONING DWELLING OR ROOMING UNITS	BUILDING CODE HABITABLE ROOMS	ZONING USE GROUP	BUILDING CODE OCCUPANCY GROUP	DESCRIPTION OF USE
CELLAR	O.G.	325			4	G	CLASSROOM
						F-1B	CHURCH
FIRST	100	375			4	G	CLASSROOM
						E	OFFICES

** NOTE **

1. OPEN ACCESSORY PARKING AREA AT REAR FACING YATES AVENUE.

THIS CERTIFICATE OF OCCUPANCY MUST BE POSTED WITHIN THE BUILDING IN ACCORDANCE WITH THE RULES OF THE DEPARTMENT PROMULGATED MARCH 31ST, 1967.

SCC,CCO.

OPEN SPACE USES 5000 SQ. FT. PARKING
(SPECIFY-PARKING SPACES, LOADING BERTHS, OTHER USES, NONE)

NO CHANGES OF USE OR OCCUPANCY SHALL BE MADE UNLESS A NEW AMENDED CERTIFICATE OF OCCUPANCY IS OBTAINED

THIS CERTIFICATE OF OCCUPANCY IS ISSUED SUBJECT TO FURTHER LIMITATIONS, CONDITIONS AND SPECIFICATIONS NOTED ON THE REVERSE SIDE.

Bert W. Goldstein
BOROUGH SUPERINTENDENT R. Cruise

COMMISSIONER

☐ ORIGINAL ☑ OFFICE COPY-DEPARTMENT OF BUILDINGS ☐ COPY

B Form 54 (Rev. 8/85)

FT
ALT 439-85

THE CITY OF NEW YORK

DEPARTMENT OF BUILDINGS

PARTIAL TEMPORARY

CERTIFICATE OF OCCUPANCY

BOROUGH BRONX DATE: JUL 19 1988 NO. 57555

AMENDS

This certificate ~~supersedes~~ C.O. No. 28857 ZONING DISTRICT R4

THIS CERTIFIES that the new ~~XX~~ altered ~~existing~~ building - premises located at
1744 E/S WILLIAMSBRIDGE RD., SEC MORRIS PARK AVENUE Block 4114 Lot 1

CONFORMS SUBSTANTIALLY TO THE APPROVED PLANS AND SPECIFICATIONS AND TO THE REQUIREMENTS OF ALL APPLICABLE LAWS, RULES, AND REGULATIONS FOR THE USES AND OCCUPANCIES SPECIFIED HEREIN

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOAD LBS PER SQ FT	MAXIMUM NO OF PERSONS PERMITTED	ZONING DWELLING OR ROOMING UNITS	BUILDING CODE HABITABLE ROOMS	ZONING USE GROUP	BUILDING CODE OCCUPANCY GROUP	DESCRIPTION OF USE
FIRST	100	375			4	G E	CLASSROOMS OFFICES

** N O T E **

1. THIS CERTIFICATE OF OCCUPANCY EXPIRES JUL 19 1988
2. WORK AT CELLAR LEVEL OF NEW EXTENSION HAS NOT BEEN COMPLETED. TEMPORARY CERTIFICATE OF OCCUPANCY IS REQUESTED FOR USE OF FIRST FLOOR ONLY.
3. OPEN ACCESSORY PARKING AREA AT REAR FACING YATES AVENUE.

Form 54-79M 201581(59) 114

DEPARTMENT OF BUILDINGS

BOROUGH OF COPY , THE CITY OF NEW YORK

No. 26837

Date APR 1 1960

CERTIFICATE OF OCCUPANCY

(Standard form adopted by the Board of Standards and Appeals and issued pursuant to Section 646 of the New York Charter, and Sections C.26-181.0 to C26-187.0 inclusive Administrative Code 2.1.3.1. to 2.1.3.7. Building Code.)

This certificate supersedes C. O. No. Temp.-27754/59

To the owner or owners of the building or premises:

THIS CERTIFIES that the new—~~altered~~—existing—building—premises located at

1744 Williamsbridge Rd., SE/cor. Morris Park Ave. Block 4114 Lot 1

, conforms substantially to the approved plans and specifications, and to the requirements of the building code and all other laws and ordinances, and of the rules and regulations of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that, any provisions of Section 646F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

N.B. ~~XXAlx~~No.— 756-58 Construction classification— Fireproof

Occupancy classification— Public . Height 1 stories, 24' feet.

Date of completion— 12-8-58 . Located in Residence Use District.

C Area Class 1½ . Height Zone at time of issuance of permit

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: (Calendar numbers to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED MALE	FEMALE	TOTAL	USE
Basement	On Earth	120	120	240	Gymnasium, Stage, Dressing Rm., Kitchen, Storage & Boiler Room.
Front Mezzanine	100				Lobby
Rear Mezzanine	100 60				Locker Rooms, Toilets, Dressing Rm. & Shower Rm.
First	100 60	121	120	241*	Classrooms, Toilets, Teachers' Rm.
	On Ground				Accessory Parking for more than 5 cars in Rear Yard

*This total includes occupants of Rear Mezzanine, at any given time occupied by not more than 30, who will be part of the 241 persons.

100,000

Form 54-1 M-701629(55) 114

DEPARTMENT OF HOUSING AND BUILDINGS

BOROUGH OF BRONX , CITY OF NEW YORK

No. 18261

Date FEB 8 1956

CERTIFICATE OF OCCUPANCY

(Standard form adopted by the Board of Standards and Appeals and issued pursuant to Section 646 of the New York Charter, and Sections C.26-181.0 to C26-187.0 inclusive Administrative Code 2.1.3.1. to 2.1.3.7. Building Code.)

This certificate supersedes C. O. No. 18240-56 (Temp.)

To the owner or owners of the building or premises:

THIS CERTIFIES that the new—altered—building—premises located at
1734 Williamsbridge Road, N.E.Corner Morris Park Ave.

Block 4114 Lot

, conforms substantially to the approved plans and specifications, and to the requirements of the building code and all other laws and ordinances, and of the rules and regulations of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that, any provisions of Section 646F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

or Alt. No. 394-44 Construction classification Nonfireproof

Occupancy classification PUBLIC . Height 3½ stories, 34'6" feet.

Date of completion 12-29-55 . Located in Residence Use District.

C Area Class 1½ . Height Zone at time of issuance of permit

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: (Calendar numbers to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED MALE	FEMALE	TOTAL	USE
Basement On ground	270	270	540	Lunch Room, Church
First	100 & 60	105	105	210	Classrooms, Library
Second	60	5	5	10	Library
Third	60	1	1	2	Office, Secretary

NOTE:-Fire Department approval of fuel oil installation received.

RICK KRAMER ARCHITECTS P.C.

Our Savior Lutheran Church
1734 Williams Bridge road
Bronx, New York 10461
RE: 1744 Williamsbridge Road

Attention: Mr. Lewis Williams

September 25, 2006

Dear Mr. Williams;
My office is ready to file the Place of Assembly application with the Department of Buildings. As per the Certificate of Occupancy, the buildings shows a "Church," not a "gymnasium." We will file the PA showing the existing conditions and use the description of "Church" for the filing. If there is a problem with the filing, my office can file an amended Certificate of Occupancy to resolve the gymnasium under a separate contract.

If you have any questions, please do not hesitate to contact my office.

Truly,

Frederick A. Kramer III, R.A.

BILLING ADDRESS
12 PALISADE ST, DOBBS FERRY, NEW YORK 10522
p (914)693.6221 f (914)693.6194 c (646)552.7063

STUDIO ADDRESS
45 GRAND ST, NEW YORK, NEW YORK 10013
email rkaa@optonline.net

No. 949

ISSUE DATE: 08/23/12	EXPIRATION DATE: 05/18/13	CERTIFICATE NO.: 201089561
PREMISES: 1744 WILLIAMSBRIDGE RD		BORO: BRONX
BLOCK/LOT: 4114 / 1		

NYC™ Buildings

PLACE OF ASSEMBLY
CERTIFICATE OF OPERATION
RENEWAL

ISSUED TO: EVANGELICAL LUTH CH

ADDRESS: 1734 WILLIAMSBRIDGE RD ZIP:

Permission is hereby granted to occupy premises as a PLACE OF ASSEMBLY.

OCCUPANCY	STORY	NO. OF PERSONS
AUDITORIUM	CEL	286

This certificate is subject to the strict observance of the laws, rules and regulations enacted for the protection of the public, in so far as they are applicable to this place of assembly, and continues in force for the period specified, unless sooner suspended or revoked. Approved seating plans must be available on-site for inspection by the Department of Buildings or Fire Department.

BOROUGH COMMISSIONER
WERNER DEFOE, R.A.

SHALL BE FRAMED AND MOUNTED IN A LOCATION THAT IS CONSPICUOUSLY VISIBLE TO A PERSON ENTERING THE ESTABLISHMENT PER NYC ADMINISTRATIVE CODE §28-117.1.1

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NYC Department of Buildings

Place of Assembly

Premises: 1722 WILLIAMSBRIDGE ROAD BRONX
BIN: 2097359 **Block:** 4114 **Lot:** 1

Job No: 201089561
Document: 01 OF 1
Job Type: PA - PLACE OF ASSEMBLY

Document Overview | Items Required | Virtual Job Folder | All Comments
Fees Paid | Forms Received | View Job Notes
Crane Information | Plan Examination

Last Action: PLAN EXAM - APPROVED 02/23/2007 (P)

Pre-Filed: 11/14/2006 **Building Type:** Other
Date Filed: 11/14/2006 **Fee Structure:** STANDARD **Filing Method:** PAPER

Comments

1 Location Information

House No(s): 1744 **Street Name:** WILLIAMSBRIDGE RD
Borough: Bronx **Block:** 4114 **Lot:** 1 **BIN:** 2097359 **CB No:** 211
Zoning District(s): R4 - GENERAL RESIDENCE DISTRICT
Overlay(s):
Special District(s):
Zoning Map No.:

2 Applicant of Record Information

Name: FREDERICK KRAMER
Business Name: RICK KRAMER ARCHITECT, PC
Business Phone: 646-552-7063
Business Address: 12 PALISADE STREET DOBBS FERRY NY 10522
Business Fax:
E-Mail:
Mobile Telephone:
License Number: 020470
Applicant Type: ☐ P.E. ☒ R.A

3 Filing Representative

Name: LORETTA/THOMAS FRLORENZO
Business Name: STERLING ENGINEERING SERVICES PC
Business Phone: 212-925-2985
Business Address: 45 GRAND STREET NEW YORK NY 10013
Business Fax:
E-Mail:
Mobile Telephone:
Registration Number:

4 Place of Assembly Space Information

Specific Floor(s) of PA Space: CEL
NB/A1 Job No. Establishing PA: NB756-58
***Pre-BIS*, BIN:** 2097359
Prior PA No.:
Irregular Floor Numbering? ☐ Yes ☐ No
Name of PA Establishment: OUR SAVIOR LUTHERAN CHURCH

	Occupancy Code	Cabaret	# of Persons	Description
Primary Plan	F-1B	☐ Yes ☐ No	286	04 AUDITORIUM

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NYC Department of Buildings

Place of Assembly

Premises: 1722 WILLIAMSBRIDGE ROAD BRONX
BIN: 2097359 **Block:** 4114 **Lot:** 1

Job No: 200021822
Document: 01 OF 1
Job Type: PA - PLACE OF ASSEMBLY

Document Overview | Items Required | Virtual Job Folder | All Comments
Fees Paid | Forms Received | View Job Notes
Crane Information | Plan Examination

Last Action: PLAN EXAM - APPROVED 01/25/1990 (P)

Pre-Filed: 12/19/1989 **Building Type:** Other
Date Filed: 12/19/1989 **Fee Structure:** EXEMPT **Filing Method:** PAPER

Comments

1 Location Information

House No(s): 1744 **Street Name:** WILLIAMSBRIDGE ROAD
Borough: Bronx **Block:** 4114 **Lot:** 1 **BIN:** 2097359 **CB No:** 211

Zoning District(s): NONE
Overlay(s):
Special District(s):
Zoning Map No.:

2 Applicant of Record Information

Name: JOHN RUDDA
Business Name: TFZ ARCHITECTS, P.C **Business Phone:** 212-758-0391
Business Address: 210 EAST 52ND STREET NEW YORK, NY 10022 **Business Fax:**
E-Mail: **Mobile Telephone:**
License Number: 006812

Applicant Type: ☐ P.E. ☒ R.A

3 Filing Representative

None

4 Place of Assembly Space Information

Specific Floor(s) of PA Space: BST
NB/A1 Job No. Establishing PA: NB756-58 ***Pre-BIS*, BIN:** 2097359
Prior PA No.: **Irregular Floor Numbering?** ☐ Yes ☐ No
Name of PA Establishment:

	Occupancy Code	Cabaret	# of Persons	Description
Primary Plan		☐ Yes ☐ No	240	
Alternate Plan 1		☐ Yes ☐ No		
Alternate Plan 2		☐ Yes ☐ No		

5 Comments

6 Statements and Signatures (Applicant and Owner)

Alternate Plan 1 ☐ Yes ☐ No
Alternate Plan 2 ☐ Yes ☐ No

5 Comments

6 Statements and Signatures (Applicant and Owner)

Owner's Information

Name: LEWIS WILLIAMS
Relationship to Owner:
Business Name: EVAGELICAL LUTHERAN CHURCH
Business Address: 1734 WILLIAMSBRIDGE ROAD BRONX NY 10461
E-Mail:
Non Profit: ☐ Yes ☒ No

Business Phone: 718-792-5665
Business Fax:
Owner Type: CORPORATION

If you have any questions please review these Frequently Asked Questions, the Glossary, or call the 311 Citizen Service Center by dialing 311 or (212) NEW YORK outside of New York City.

Buildings

James S. Oddo
Commissioner

Rodney F. Gittens, RA, MBA
Borough Commissioner

1775 Grand Concourse
Bronx NY 10453
www.nyc.gov/buildings

718 841 2466 Tel

November 12, 2024

Applicant: Hamza Ali Murtaza, P.E
120 Wet 31st Street 7th Floor
New York, NY 10001

Owner: Father Robert Badillo
1739 Union port Road,
Bronx, NY 10462

Re: **1804 Holland Avenue**
BIN #: 2087119
Block 4052, Lot 7
Zoning District: R5, C1-2
Bronx, NY 10462

To whom it may concern:

This letter is in response to your request, received on October 10,2024, for a **Letter of No Objection (LNO)** regarding **Charter School – 1938 BC (public Building-School), 1968 BC (G -Education) at 1804 Holland Avenue**. The Department of Buildings (DOB) Block and Lot Folder shows that a Certificate of Occupancy (CO) was issued in 1917 under No518. This CO describes the building as a one-story, School Lavatory, which per the block and lot folder was built as a separate building accessory to an existing two-story school.

However, in 1926, New Building Application No. 2341 shows the building to be occupied as a School and dwelling. Number of stories on the main building to be basement, two stories. Extension of the building to be cellar and four-stories. (Cellar being in convent, basement in school). A building notice (BN) issues in 1961 under No. 653, states the occupation to be School- Our lady of solace church school.

A DOB inspection conducted on November 06,2024, verified that the building continues to function as a charter school with a basement and 2 floors.

Therefore, the Department of Buildings **has no objection** to issuing a Letter of No Objection **Charter School – 1938 BC (public Building-School), 1968 BC (G -Education) at 1804 Holland Avenue,** the details of the building's layout are provided below. Please note that this **LNO is issued for FDNY purposes only.**

Charter School
– Basement, First through Second Floors

If this building is hereafter altered or its use changes, an application for such alteration work or change of use must be filed and a Certificate of Occupancy shall be obtained pursuant to Article 118, Chapter 1 of Title 28 of the NYC Administrative Codes.

I trust this information has been of assistance to you.

Sincerely,

Rodney Gittens, RA.

Rodney F. Gittens, RA, MBA
Borough Commissioner