



Bronx Charter School for Excellence 6

**2025-26 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By

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S'Ken Evans, School 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)
Boykin Curry	Chair	Finance, Academics, Real Estate
Nicole Greene	Vice Chair	Academics, Governance, Development
Laura Weil	Secretary	Governance, Real Estate
Kristine Rivera	Trustee	Governance
Tamara Zachery	Trustee	Development

S'Ken Evans has served as Principal since July 2026.

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SCHOOL OVERVIEW

Bronx Charter School for Excellence 6 (Bronx Excellence 6, Bronx 6) originally opened as Girls Preparatory Charter School of the Bronx, with the mission of creating an inclusive, joyful and rigorous learning environment where every girl feels supported and challenged. We believe in the potential of each girl and strive to cultivate a culture of high expectations and achievement, with a focus on academic excellence, character development, and social-emotional growth.

The demographics of the population served by Bronx Excellence 6 are as follows:

Percentage distribution of 2025-2026 students by race/ethnicity

Ethnicity	Percentage
American Indian or Alaskan Native	0.0%
Asian	1.3%
Black/African American	36.5%
Hispanic/Latino	57.9%
Multiple Ethnicities	0.9%
Native Hawaiian or Other Pacific Islander	1.7%
White	1.3%

In addition, 84.1% 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	36	45	56	58	75	83	78	74	64	-	569
2024-25	36	40	53	42	66	55	-	-	-	-	292
2025-26	30	32	35	48	42	46	-	-	-	-	233

GOAL 1: ENGLISH LANGUAGE ARTS

Students will become proficient readers of the English language.

BACKGROUND

Bronx Charter School for Excellence 6 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

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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 6 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

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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	47	49	95.9%
4	36	38	94.7%
5	42	45	93.3%
6	-	-	-
7	-	-	-
8	-	-	-
All	125	132	94.7%

Performance on 2025-26 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	47	22	46.8%	41	19	46.3%
4	36	23	63.9%	31	20	64.5%
5	42	31	73.8%	40	30	75.0%
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	125	76	60.8%	112	69	61.6%

ELA Measure 2 - Absolute

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

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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
125	7.2	32.0	30.4	30.4

$$PI = (0 * [7.2\%]_{\text{Level 1}} + 1 * [32.0\%]_{\text{Level 2}} + 2 * [30.4\%]_{\text{Level 3}} + 2.5 * [30.4\%]_{\text{Level 4}}) * 100 = \mathbf{168.8}$$

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

Grade	Percent of Students at or Above Proficiency	
	Charter School Students In At Least 2 nd Year	All District Students

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.

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	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	41	46.3%	1364	32.5%
4	31	64.5%	1459	39.9%
5	40	75.0%	1510	37.7%
6	-	-	1460	39.4%
7	-	-	1488	41.3%
8	-	-	1568	45.5%
All	112	61.6%	8849	39.5%

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	89.4%	455	445.8	0.81
4	91.3%	460	446	1.26
5	89.7%	457	445.7	1.1
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	90.2%	457.6	445.9	1.08

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

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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	47.6	50.0
5	55.6	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	51.3	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**

METHOD

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

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

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End-of-Year Performance of 2025-26 Students from Internal ELA Assessment by Grade Level

Site	Grade	Count of Students	% Proficient
Bronx 6	3	48	60.4%
Bronx 6	4	38	78.9%
Bronx 6	5	45	75.6%
Bronx 6	6	-	-
Bronx 6	7	-	-
Bronx 6	8	-	-
Bronx 6	All	131	71%

SUMMARY OF THE ELA GOAL

Bronx Excellence 6 exceeded the performance target for four of five measures and did not meet the target for one measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not 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:	4/5

EVALUATION OF ELA GOAL

Bronx Excellence 6 exceeded the performance target for four of five measures and did not meet the target for one measure; the school met the overall goal.

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Measure 1 – Absolute: Overall, 61.6% of students enrolled in at least their second year were proficient on the New York State exam for grades 3-8. Continuously enrolled students assessed in grade five did meet the 75% proficiency target.

Measure 2 – Absolute: The school's performance index was 168.8, which exceeded the achievement measure target of 126.5.

Measure 3 – Comparative: Bronx Excellence 6 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 61.6%, compared to 39.5% 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 1.08.

Measure 5 – Growth: The mean growth percentile was 51.3, which surpassed the achievement measure target.

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

ADDITIONAL CONTEXT AND EVIDENCE

The school is now managed by Excellence Community Schools, a non-profit charter management organization (CMO), and began its transition to the Excellence Model in school year 2025-26. Founded in Parkchester in 2004, Excellence Community Schools operates multiple high-performing charter schools and has earned multiple National Blue Ribbon distinctions from the U.S. Department of Education. Academic growth and achievement is a key priority for Excellence Community Schools and the Bronx Excellence 6 leadership team.

ELA ACTION PLAN

Bronx Excellence 6 uses a school-wide, aligned progress monitoring tracking system to facilitate data analysis in the moment, at formal points across each instructional cycle, and at the end of the school year. Based on data collected throughout 2025-26, Bronx 6 identified the instructional priorities to be addressed by this ELA Action Plan.

A key priority for the upcoming year is strong intellectual preparation to close gaps in teacher practice. The belief behind this priority is that student achievement is a direct reflection of how well the teacher knows the purpose of the lesson, the exemplars, and the misconceptions students will bring into the room. Teachers will annotate the lesson plan with pacing notes, anticipated misconceptions, key vocabulary, and connections to prior learning. Teachers will create an exemplar that shows what a strong response sounds like and surfaces the wrong turns students are likely to take. Exit tickets will be graded in the moment to identify next steps and gaps. Teachers will have lesson plans within reach along with an academic data tracker for ELA used daily, with weekly coaching and planning meetings and Danielson-aligned classroom visits used to grow teachers' practice.

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The second priority is to use data-driven instruction to close the gaps for our lowest performing students. Leadership conversations will sort student work into three categories: Not Meeting, Cusp, and Meeting. This common shared language helps teachers identify gaps in student learning, decide how instruction needs to be differentiated, determine who needs small group or individual instruction, determine reteaches, and identify shifts in their own teaching practice going forward. When most of a class is not yet meeting the standard, teachers will respond with a whole class reteach. When non-mastery is a minority clustered around one specific gap, the response is a targeted small group for that gap while the rest of the class moves to extension. When non-mastery is scattered with no shared pattern, the response is individual conferencing or flexible small groups grouped by each student's specific error.

Comprehensive data analysis runs on data tools every teacher and leader in the building uses, and all data tools are checked on a weekly basis. A progress monitoring tracker will carry both informal and formal ELA data across every two-week intervention cycle for the entire year. Teachers additionally track Special Education and English Language Learner students with appropriate interventions and support guided by their results.

Teachers and leaders at Bronx 6 conduct data reviews daily and cyclically. Teachers will look at student work every single day to drive real-time instruction. On top of that daily look, ELA data is reviewed in full at the end of each intervention cycle, and by the Principal and Assistant Principal weekly, using guided reading data, F&P, exit tickets, and comprehension checks, with a broader look across Illuminate and the Gradebook monthly and at the close of every marking period.

Finally, families are engaged in a meaningful way when a student's data places them in the Not Meeting or At-Risk range. A family meeting is held where the student's data and intervention plan are explained with concrete next steps for home support and sustained follow-up. These systems and routines are central to the implementation of the ELA action plan in school year 2026-27.

GOAL 2: MATHEMATICS

Bronx Excellence 6 students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

BACKGROUND

Bronx Excellence 6 uses Next Generation math standards and Eureka Math², 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,

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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

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Number of Students Tested and Not Tested

Grade	Total Tested	Total Enrolled	Percent Tested
3	48	49	98.0%
4	37	38	97.4%
5	42	45	93.3%
6	-	-	-
7	-	-	-
8	-	-	-
All	127	132	96.2%

Performance on 2025-26 State Mathematics Exam

By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	48	32	66.7%	41	28	68.3%
4	37	26	70.3%	32	25	78.1%
5	42	33	78.6%	40	31	77.5%
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	127	91	71.7%	113	84	74.3%

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.

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Mathematics 2025-26 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
127	3.9	24.4	58.3	13.4

$$PI = (0 * [3.9\%]_{Level\ 1} + 1 * [24.4\%]_{Level\ 2} + 2 * [58.3\%]_{Level\ 3} + 2.5 * [13.4\%]_{Level\ 4}) * 100 = \mathbf{174.5}$$

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 2 nd Year		All District Students	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	41	68.3%	1398	47.6%
4	32	78.1%	1491	48.5%
5	40	77.5%	1537	48.7%
6	-	-	1469	36.4%
7	-	-	1485	45.4%
8	-	-	1420	35.4%
All	113	74.3%	8800	43.7%

⁶Schools 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.

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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

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	89.4%	455	450.1	0.31
4	91.3%	451	449.9	0.07
5	89.7%	446	446.6	-0.04
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	90.2%	450.4	448.9	0.1

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.

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

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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

Grade	Mean Growth Percentile	
	School	Target
4	25.9	50.0
5	47.8	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	36.2	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 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 math Assessment by Grade Level

Site	Grade	Count of Students	% Proficient
Bronx 6	3	48	72.9%
Bronx 6	4	38	65.8%

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

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Bronx 6	5	45	44.4%
Bronx 6	6	-	-
Bronx 6	7	-	-
Bronx 6	8	-	-
Bronx 6	All	131	61.1%

SUMMARY OF THE MATHEMATICS GOAL

Bronx Excellence 6 is working toward meeting the mathematics goal. The school met the target for two measures and fell short of the achievement target for three measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not 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.	Not 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.	Not Met
TOTAL	Of the required measures, the school met:	2/5

EVALUATION OF THE MATHEMATICS GOAL

Bronx Excellence 6 exceeded the performance target for two of five measures.

Measure 1 – Absolute: Overall, 74.3% of students enrolled in at least their second year were proficient on the New York State exam for grades 3-8, falling just short of the target. The results for continuously enrolled students tested in two of three grades assessed exceeded the 75% target.

Measure 2 – Absolute: The school's performance index was 174.5, which exceeded the achievement measure target of 130.4.

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Measure 3 – Comparative: Bronx Excellence 6 students enrolled in at least their second year outperformed their district counterparts in all grades and overall. The overall proficiency rate for these continuously enrolled students was 74.3, compared to 43.7% within the school district of comparison.

Measure 4 – Comparative: The school's overall effect size was .1, which falls below the target.

Measure 5 – Growth: The mean growth percentile was 36.2, which falls below the target of 50.

ADDITIONAL CONTEXT AND EVIDENCE

The school is now managed by Excellence Community Schools, a non-profit charter management organization (CMO), and began its transition to the Excellence Model in school year 2025-26. Founded in Parkchester in 2004, Excellence Community Schools operates multiple high-performing charter schools and has earned multiple National Blue Ribbon distinctions from the U.S. Department of Education. Academic growth and achievement is a key priority for Excellence Community Schools and the Bronx Excellence 6 leadership team.

MATHEMATICS ACTION PLAN

Bronx Excellence 6 analyzed 2025-26 data and determined the mathematics gap is not a single grade level problem but rather an issue for a small number of specific cohorts, and closing the gap for those cohorts is what this Action Plan addresses.

Bronx 6 tracks Math progress through the same set of platforms it uses for ELA. Teachers use a school-wide, aligned progress monitoring tracking system to log fluency checks, Math Talk evidence, and unit assessment data to consistently track data informally and formally at set points across each cycle. The school uses Illuminate to house grade and school level data and teachers keep the Gradebook current so families can see, in close to real time, how their child is doing and provide home support if necessary. As with ELA, every classroom and leadership conversation will sort student work into three categories (Not Meeting, Cusp, and Meeting) and this shared language helps teachers identify the gaps are in student learning, decide how to differentiate, determine who needs small group and individual instruction, and how to shift their teaching practice.

Bronx 6 builds data review into daily and cyclical routines. Teachers look at student work daily with data driving what changes in the classroom the very next day. Data is reviewed in full at the end of each intervention cycle, and by the Principal and Assistant Principal every week, with a broader look monthly and at the close of every marking period. Grade 4 and Grade 5 are two target grades for Math, and each one needs a different focus. Grade 4 will prioritize closing specific, named skill gaps through daily small group instruction and Grade 5 will prioritize accelerating growth.

As with ELA, key priorities are to build strong intellectual preparation for teachers, with a focus on the same routines and practices as outlined in the ELA Action Plan, and to implement data-driven instruction to close gaps. Work is sorted into three categories, Not Meeting, Cusp, and Meeting, and teachers provide

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reteach, targeted small group support, or individual conferencing and flexible small groups as appropriate. Certain classrooms will receive whole class Math reteach cycles built into weekly planning rather than small group pull outs alone.

Bronx 6 maintains comprehensive data, formal and informal, with teachers and coaches looking at the same performance records. Every intervention cycle will follow the same sequence of a pre-check, informal checks, formative checks logged through the middle of the cycle, a mid-cycle regroup based on mastery, and an end of cycle mastery check. A weekly Math progress review by the Principal and Assistant Principal is built on unit assessments and Math Talk evidence, with a full data audit monthly and again at the close of each marking period. Special Education and English Language Learner students are monitored separately and differentiation, interventions, and support are provided as appropriate.

Manipulatives and other hands-on, tactile supports are part of classroom differentiation. Base ten blocks, fraction tiles, number lines, counters, and other physical tools are built into small group and individual instruction for any student working through a computation or place value gap, and they are used inside the school's intervention blocks and co-taught sections, where they give a student a second, physical way into a concept that a worksheet alone cannot provide. For students with an IEP in particular, manipulatives are treated as a standing option inside differentiated instruction, so a student can move between a concrete tool, a visual model, and an abstract problem depending on what that day's data shows they need. Families are part of the intervention cycle for Math the same way they are for ELA.

GOAL 3: SCIENCE

Students will become proficient in all grade level science expectations.

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 6 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

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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

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 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	40	18	45.0%
8	-	-	-
All	40	18	45.0%

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

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school had tested students in at least their second year and the results for the respective grades in the school district of comparison.⁹

2025-26 State Science Exam Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	40	18	45.0%	1520	514	33.8%
8	-	-	-	1371	608	44.3%
All	40	18	45.0%	2891	1122	38.8%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Bronx Excellence 6 continues to work toward meeting the science goal. The school met the target for one of two 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.	Not 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:	1/2

EVALUATION OF THE SCIENCE GOAL

Bronx Excellence 6 met the target for one of two science measures and continues to work toward meeting the goal. The school's overall proficiency rate for students enrolled in at least their second year was 45%. However, continuously enrolled students exceeded the performance of their district peers, with an overall proficiency rate of 45% compared to 33.8%.

⁹ 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.

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ADDITIONAL CONTEXT AND EVIDENCE

The school is now managed by Excellence Community Schools, a non-profit charter management organization (CMO), and began its transition to the Excellence Model in school year 2025-26. Founded in Parkchester in 2004, Excellence Community Schools operates multiple high-performing charter schools and has earned multiple National Blue Ribbon distinctions from the U.S. Department of Education. Academic growth and achievement is a key priority for Excellence Community Schools and the Bronx Excellence 6 leadership team.

ACTION PLAN

The Bronx 6 Science Action Plan relies on the same systems described in the ELA and Math Action Plans. This begins with strong data tracking and extends to thoughtful analysis to identify gaps and students' needs, and drives instruction based on those results. Teachers will use a schoolwide, aligned progress monitoring tracking system to log lab and investigation notes, unit assessment data, and evidence of scientific reasoning and vocabulary use, consistently tracking that data both informally, in the moment, and formally, at set points across each cycle. The school as a whole uses Illuminate and gradebooks to bring data together at the grade and school level. Every classroom and leadership conversation about science sorts student work into the same three categories, Not Meeting, Cusp, and Meeting, and that shared language is what helps teachers identify learning gaps, decide how to differentiate instruction, determine who needs small group and individualized instruction, and identify shifts to their own teaching practice going forward.

Concretely, closing the gap for the 2026-27 priority cohort rests on three things. First, every Grade 5 Science intervention is mapped directly to priority content/standards for Saturday Academy and additional intervention. Second, Grade 5 will sit for a baseline Science assessment early in the school year, the same way ELA and Math do, to obtain updated data to drive instruction and interventions. Third, when a gap shows up on the baseline assessment, on a unit test, a lab-based performance task, or a two-week check, the response will be immediate. Students will be pulled into the same intervention cycle used for ELA and Math, tracked in a progress monitoring document, and reviewed weekly by the Principal and Assistant Principal alongside every other Grade 5 data point, so a Science gap gets the same speed of response a reading or Math gap receives. Grade 4 teachers are looped into the weekly review system as well, and every Grade 4 unit assessment this year will be reviewed with an eye toward which standards need to be stronger.

Building strong Science vocabulary, inquiry habits, and content knowledge starting in kindergarten is the long-term priority in this plan. The early elementary grades are where the foundational vocabulary, inquiry habits, and content knowledge are built, and the school therefore is prioritizing science in all grades throughout the school year.

As with ELA and math, a key priority is providing teachers strong intellectual preparation and helping teachers deliver strong lessons daily, and data-driven instructional routines follow to ensure learning gaps

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are addressed swiftly. Every student showing a science gap is entering the same intervention structure the school uses for ELA and Math. In Kindergarten through Grade 3, that time is used to build scientific vocabulary, observation skills, and inquiry habits well before those skills are ever tested, and in Grade 4 and Grade 5 it shifts to the specific content and reasoning skills each unit assessment shows a cohort has not yet mastered. The structure repeats every two weeks and always has real-time data to drive next steps.

These strategies are how Bronx 6 will improve in Science. Strong intellectual preparation gives every teacher the exemplar, the anticipated misconceptions, and the reviewed lesson plan needed to teach effectively, from the earliest vocabulary and inquiry work in kindergarten through aligned instruction in Grade 5. Data driven instruction gives every teacher and leader the same data tools, the same daily and formal tracking routines, and the same common language to act on what students need, whether that means a whole class reteach, a targeted small group, or individual conferencing.

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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 6, formerly Girls Prep Bronx, has remained in good standing and has met this goal every year of reporting.