



Bronx Charter School for Excellence 3

**2025-26 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By

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Dr. Elleace David, Elementary School Principal; Mrs. Rachel Cotto-Nunez, Elementary School Principal, and Dr. Betty Bonet, Middle 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)
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

Dr. Elleace David has served as the Bronx Charter School for Excellence 3 Elementary School Principal since July 2024. Mrs. Rachel Cotto-Nunez has served as Bronx Charter School for Excellence 3 Elementary School Principal since July 2026. Dr. Betty Bonet served as Middle School Principal since 2023.

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SCHOOL OVERVIEW

Bronx Charter School for Excellence 3 (Bronx Excellence 3, Bronx 3) opened in the fall of 2017 to 150 scholars in grades K-1 and grew a grade each year to serve K-8. 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 3 served 514 children in grades K-8.

The mission of Bronx Charter School for Excellence 3 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 3 provides a supportive and caring environment that maintains high expectations for all students. The demographics of the population served by Bronx Excellence 3 are as follows:

Percentage distribution of 2025-2026 students by race/ethnicity

Ethnicity	Percentage
American Indian or Alaskan Native	0.6%
Asian	1.8%
Black/African American	69.1%
Hispanic/Latino	26.1%
Multiple Ethnicities	0.8%
Native Hawaiian or Other Pacific Islander	1.2%
White	0.6%

In addition, 71.2% 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	57	54	54	58	72	66	62	39	8	-	470
2024-25	53	55	56	59	59	62	52	53	32	-	481
2025-26	61	61	58	60	61	54	57	49	53	-	514

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GOAL 1: ENGLISH LANGUAGE ARTS

Bronx Excellence 3 students will become proficient readers and writers of the English language.

BACKGROUND

Bronx Charter School for Excellence 3 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 3 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

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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	55	55	100.0%
6	58	58	100.0%
7	44	44	100.0%
8	49	49	100.0%
All	321	325	98.8%

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	58	55	94.8%	53	50	94.3%
4	57	55	96.5%	52	50	96.2%
5	55	34	61.8%	48	27	56.2%
6	58	35	60.3%	56	35	62.5%
7	44	38	86.4%	43	37	86.0%

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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8	49	40	81.6%	49	40	81.6%
All	321	257	80.1%	301	239	79.4%

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
321	4.4	15.6	30.2	49.8

$$PI = (0 * [4.4\%]_{Level\ 1} + 1 * [15.6\%]_{Level\ 2} + 2 * [30.2\%]_{Level\ 3} + 2.5 * [49.8\%]_{Level\ 4}) * 100 = \mathbf{200.5}$$

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.

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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	53	94.3%	1868	41.5%
4	52	96.2%	1990	46.2%
5	48	56.2%	2023	40.0%
6	56	62.5%	2129	44.2%
7	43	86.0%	2286	47.3%
8	49	81.6%	2330	52.7%
All	301	79.4%	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	85.5%	462	446.5	1.38
4	86.9%	463	446.7	1.52
5	68.8%	462	449.4	1.33
6	76.8%	465	444.6	1.99
7	71.7%	465	447.4	1.58

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

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
8	71.4%	460	448.5	1.19
All	77.2%	463	447.2	1.51

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	58.9	50.0
5	49.0	50.0
6	63.5	50.0
7	67.3	50.0
8	47.1	50.0
All	57.7	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.

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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 ELA Assessment by Grade Level

Site	Grade	Count of Students	% Proficient
Bronx 3	3	58	96.6%
Bronx 3	4	61	93.4%
Bronx 3	5	55	83.6%
Bronx 3	6	58	87.9%
Bronx 3	7	44	97.7%
Bronx 3	8	49	95.9%
Bronx 3	All	325	92.3%

SUMMARY OF THE ELA GOAL

Bronx Excellence 3 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

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EVALUATION OF ELA GOAL

Bronx Excellence 3 exceeded the performance target for each of the five measures and met the ELA goal for 2025-26.

Measure 1 – Absolute: Overall, 79.4% 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. Most individual grades tested surpassed the 75% attainment target as well.

Measure 2 – Absolute: The school's performance index was 200.5, which exceeded the achievement measure target of 126.5.

Measure 3 – Comparative: Bronx Excellence 3 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 79.4%, 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 1.51.

Measure 5 – Growth: Most individual grades surpassed the 50.0 achievement measure target for mean growth percentile, and the overall MGP was 57.7.

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

ELA ACTION PLAN

Overall, ELA performance remained strong, with 79.4% of students enrolled for at least two years achieving proficiency in the New York State ELA assessment, surpassing the school's accountability target of 75%. The school also significantly outperformed the local district average of 45.6%.

Bronx Excellence 3 will maintain the successful practices that have proven effective, including the following key actions to increase ELA proficiency in areas of need:

- Implement daily close reading and text annotation routines.
- Increase exposure to complex informational texts.
- Expand small group reading intervention opportunities.
- Introduce quarterly writing benchmarks aligned to state assessment expectations.
- Provide targeted support for students scoring at Levels 1 and 2.
- Conduct monthly data analysis meetings focused on literacy growth.

GOAL 2: MATHEMATICS

Bronx Excellence 3 students will demonstrate steady progress in the understanding and application of

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mathematical skills.

BACKGROUND

Bronx Excellence 3 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, 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

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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	58	61	95.1%
5	55	55	100.0%
6	58	58	100.0%
7	44	44	100.0%
8	49	49	100.0%
All	322	325	99.1%

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	58	58	100.0%	53	53	100.0%
4	58	58	100.0%	53	53	100.0%
5	55	41	74.5%	48	34	70.8%
6	58	40	69.0%	56	39	69.6%
7	44	39	88.6%	43	38	88.4%
8	49	39	79.6%	49	39	79.6%
All	322	275	85.4%	302	256	84.8%

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.

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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
322	5.9	8.7	35.4	50.0

$$PI = (0 * [5.9\%]_{Level\ 1} + 1 * [8.7\%]_{Level\ 2} + 2 * [35.4\%]_{Level\ 3} + 2.5 * [50.0\%]_{Level\ 4}) * 100 = \mathbf{204.5}$$

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

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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	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	53	100.0%	1925	57.6%
4	53	100.0%	2013	56.0%
5	48	70.8%	2038	48.1%
6	56	69.6%	2106	42.2%
7	43	88.4%	2285	53.3%
8	49	79.6%	1217	44.2%
All	302	84.8%	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

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	85.5%	476	450.9	1.56
4	86.9%	490	450.9	2.49
5	68.8%	460	451.6	0.65
6	76.8%	470	447.2	1.62
7	71.7%	472	453	1.25
8	71.4%	472	445.4	1.85

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

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
All	77.2%	473.4	450.2	1.54

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

Grade	Mean Growth Percentile	
	School	Target
4	81.0	50.0
5	32.0	50.0
6	43.5	50.0
7	50.3	50.0
8	50.8	50.0
All	51.5	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**

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

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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 3	3	58	98.3%
Bronx 3	4	61	95.1%
Bronx 3	5	55	90.9%
Bronx 3	6	58	91.4%
Bronx 3	7	44	95.5%
Bronx 3	8	49	77.6%
Bronx 3	All	325	91.7%

SUMMARY OF THE MATHEMATICS GOAL

Bronx Excellence 3 exceeded the performance target for each of the five measures and met the overall mathematics goal.

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

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EVALUATION OF THE MATHEMATICS GOAL

Bronx Excellence 3 exceeded each of the five mathematics measures and met the goal for 2025-26.

Measure 1 – Absolute: Overall, 84.8% 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 most individual grades tested exceeded the target as well, and students in grades three and four 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 204.5, which exceeded the achievement measure target of 130.4.

Measure 3 – Comparative: Bronx Excellence 3 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 84.8%, 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 1.54.

Measure 5 – Growth: The school's overall MGP was 51.5, 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 Year⁹

Year	Charter School		School District	
	Number Tested	Percent Passing	Number Tested	Percent Passing
2023-24	Did not yet serve 8 th grade	Did not yet serve 8 th grade	3550	43%
2024-25	5	100%	4353	38%
2025-26	7	100%	-	-

⁹Schools 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.

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MATHEMATICS ACTION PLAN

Mathematics performance was a notable strength, with 84.8% of continuously enrolled students achieving proficiency, exceeding the accountability target and outperforming district averages by more than 34 percentage points.

Bronx Excellence 3 will continue to implement successful practices and analyzed growth data from prior years to identify areas for targeted interventions mathematics to ensure sustained achievement. The following key actions have been identified as priorities for school year 2026-27:

- Strengthen implementation of Eureka Math through lesson internalization protocols.
- Establish daily WIN (What I Need) intervention blocks.
- Provide targeted support in priority standards, including ratios, fractions, decimals, proportional reasoning, and algebraic thinking.
- Conduct bi-monthly standards mastery assessments.
- Utilize student data conferences to establish individual academic goals.
- Implement project-based mathematics experiences to strengthen real-world application.

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 3 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.

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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	48	27	56.2%
8	26	17	65.4%
All	74	44	59.5%

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.¹⁰

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	48	27	56.2%	1970	713	36.2%
8	26	17	65.4%	1181	514	43.5%
All	74	44	59.5%	3151	1227	38.9%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Bronx Excellence 3 met the comparative measure target and fell short of the absolute measure target for science.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	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 3 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 59.5% with students in both fifth and eighth grades falling short of the 75% target. However, continuously enrolled students greatly exceeded the performance of their district peers, with an overall proficiency rate of 59.5% compared to 38.9%. Additionally, Bronx Excellence 3 had students participate in the Life Science: Biology Regents Exam in 2025-26, with a passage rate of 100%.

Performance on Regents Exam in **Living Environment (2024-25)**, **Life Science: Biology (2025-26)**

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.

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Of 8th Grade Students Enrolled in At Least Their Second Year¹¹

Year	Charter School		School District	
	Number Tested	Percent Passing	Number Tested	Percent Passing
2023-24	Did not yet serve 8 th grade	Did not yet serve 8 th grade	3143	38%
2024-25	12	66.7%	1162	33%
2025-26	23	100%	-	-

ACTION PLAN

Science is still the school's most significant area for improvement. Although students outperformed their district peers, the school did not meet the accountability target of 75% proficiency. While the school achieved a 100% passing rate on the Life Science: Biology Regents examination, state science assessment outcomes indicate that students need stronger mastery of grade-level content, scientific reasoning, and assessment readiness.

The following key actions have been identified as priorities for the 2026-27 school year.

- Conduct a comprehensive science curriculum audit aligned to NYS Science Learning Standards.
- Implement quarterly benchmark assessments aligned to state exam expectations.
- Strengthen inquiry-based instruction through hands-on investigations and laboratory experiences.
- Integrate Claim-Evidence-Reasoning (CER) writing across all grades.
- Establish targeted intervention groups for students performing below proficiency.
- Implement Science Saturday Academies and after-school support programs. Conduct monthly state exam simulations for Grades 5 and 8 beginning in January.

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.

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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 3 has met this goal every year of reporting.