



Bronx Charter School for Excellence 9

**2025-26 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By

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2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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 of Bronx Excellence 9 since July 2026.

Bronx Excellence 9 did not serve grades K-8 in 2025-26.

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SCHOOL OVERVIEW

Originally founded as Girls Preparatory Charter School of New York, Bronx Charter School for Excellence 9 temporarily paused K-8 operations in school years 2024-25 and 2025-26. This Accountability Plan Progress Report contains 2023-24 data where appropriate.

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	0	9	6	4	12	20	21	41	48	-	161
2024-25	-	-	-	-	-	-	-	-	-	-	-
2025-26	-	-	-	-	-	-	-	-	-	-	-

GOAL 1: ENGLISH LANGUAGE ARTS

Students will become proficient readers of the English language.

BACKGROUND

The school's K-8 operations were paused in school years 2024-25 and 2025-26.

ELEMENTARY AND MIDDLE ELA

The school does not have data to report for school year 2025-26.

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.

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

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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 250.¹

The school does not have data to report for school year 2025-26.

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.²

The school does not have data to report for school year 2025-26.

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.³

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

¹ 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.

² 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.

³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

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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.

The school does not have data to report for school year 2024-25.

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.⁴

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.

The school does not have data to report for school year 2024-25.

SUMMARY OF THE ELA GOAL

This response is not applicable.

EVALUATION OF ELA GOAL

This response is not applicable.

ADDITIONAL CONTEXT AND EVIDENCE

This response is not applicable.

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

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ELA ACTION PLAN

Bronx Charter School for Excellence 9 will resume operations in grades 3-5 in school year 2026-27 and will implement the Excellence Model. The school is now managed by Excellence Community Schools, a non-profit charter management organization (CMO). 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 9 leadership team.

GOAL 2: MATHEMATICS

Students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

BACKGROUND

The school's K-8 operations were paused in school years 2024-25 and 2025-26.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

The school does not have data to report for school year 2025-26.

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.

The school does not have data to report for school year 2025-26.

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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.⁵

The school does not have data to report for school year 2025-26.

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.⁶

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.

The school does not have data to report for school year 2024-25.

Math Measure 5 - Growth

⁵Schools 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.

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

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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.⁷

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.

The school does not have data to report for 2024-25.

SUMMARY OF THE MATHEMATICS GOAL

This response is not applicable.

EVALUATION OF THE MATHEMATICS GOAL

This response is not applicable.

ADDITIONAL CONTEXT AND EVIDENCE

This response is not applicable.

MATHEMATICS ACTION PLAN

Bronx Charter School for Excellence 9 will resume operations in grades 3-5 in school year 2026-27 and will implement the Excellence Model. The school is now managed by Excellence Community Schools, a non-profit charter management organization (CMO). 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 9 leadership team.

GOAL 3: SCIENCE

Students will become proficient in all grade level science expectations.

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

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BACKGROUND

The school paused K-8 operations in school years 2024-25 and 2025-26.

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 does not have data to report.

Science Measure 2 - Comparative

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

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.⁸

The school does not have data to report.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

This response is not applicable.

EVALUATION OF THE SCIENCE GOAL

This response is not applicable.

ADDITIONAL CONTEXT AND EVIDENCE

This response is not applicable.

ACTION PLAN

Bronx Charter School for Excellence 9 will resume operations in grades 3-5 in school year 2026-27 and will implement the Excellence Model. The school is now managed by Excellence Community Schools, a

⁸ 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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non-profit charter management organization (CMO). 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 9 leadership team.

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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	N/A
2025-26	N/A

ADDITIONAL CONTEXT AND EVIDENCE

The school paused K-8 operations in school years 2024-25 and 2025-2026.