



Bronx Charter School for Excellence 8

**2025-26 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By

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Tatiana Diaz Garcia, Elementary Principal; Dr. Dornnette Lewis-Thomas, Elementary Principal; and Michelle Ciccone, Middle Principal, prepared this 2025-26 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Boykin Curry	Chair	Finance, Academics, Real Estate
Nicole Greene	Vice Chair	Academic, Governance, Development
Laura Weil	Secretary	Governance, Real Estate
Kristine Rivera	Trustee	Governance
Tamara Zachery	Trustee	Development

Tatiana Diaz Garcia and Michelle Ciccone have served as Principals since 2025. Dr. Dornnette Lewis-Thomas has served as Elementary Principal since July 2026.

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SCHOOL OVERVIEW

Originally established as Girls Preparatory Charter School of the Bronx II, Bronx Charter School for Excellence 8 (Bronx Excellence 8, Bronx 8) provides strong foundational support for boys and girls in single-sex classrooms from Kindergarten through 8th grade, setting them up for success every day. We hold high standards and push our scholars to meet and exceed these expectations. Our commitment is unwavering—we provide the resources needed to excel and reach their fullest potential.

The demographics of the population served by Bronx Excellence 8 are as follows:

Percentage distribution of 2025-2026 students by race/ethnicity

Ethnicity	Percentage
American Indian or Alaskan Native	1.3%
Asian	1.0%
Black/African American	40.9%
Hispanic/Latino	53.2%
Multiple Ethnicities	0.6%
Native Hawaiian or Other Pacific Islander	0.6%
White	2.3%

In addition, 81.5% 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	23	30	43	35	-	-	-	-	-	-	131
2024-25	44	39	45	67	54	24	76	54	67	-	470
2025-26	25	41	27	32	49	33	33	37	31	-	308

GOAL 1: ENGLISH LANGUAGE ARTS

Students will become proficient readers of the English language.

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BACKGROUND

Bronx Charter School for Excellence 8 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 8 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

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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	27	28	96.4%
4	38	42	90.5%
5	30	31	96.8%
6	26	26	100.0%
7	30	30	100.0%
8	31	31	100.0%
All	182	188	96.8%

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	27	25	92.6%	20	18	90.0%
4	38	32	84.2%	31	27	87.1%
5	30	17	56.7%	22	12	54.5%
6	26	11	42.3%	8	3	37.5%
7	30	15	50.0%	26	12	46.2%
8	31	27	87.1%	30	26	86.7%
All	182	127	69.8%	137	98	71.5%

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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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
182	11.0	19.2	44	25.8

$$PI = (0 * [11.0\%]_{\text{Level 1}} + 1 * [19.2\%]_{\text{Level 2}} + 2 * [44.0\%]_{\text{Level 3}} + 2.5 * [25.8\%]_{\text{Level 4}}) * 100 = \mathbf{171.7}$$

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
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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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	Charter School Students In At Least 2 nd Year		All District Students	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	20	90.0%	2336	30.0%
4	31	87.1%	2476	38.2%
5	22	54.5%	2660	33.6%
6	8	37.5%	2653	40.7%
7	26	46.2%	2727	42.2%
8	30	86.7%	2854	46.0%
All	137	71.5%	15706	38.7%

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	91.4%	444	445.5	-0.14
4	94.4%	455	445.5	0.85
5	96.4%	443	444.5	-0.13
6	95.2%	447	441.5	0.57
7	94.8%	458	444.2	1.45
8	94.4%	459	445.4	1.48

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	
All	94.2%	451.6	444.3	0.76

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	45.2	50.0
5	43.0	50.0
6	54.3	50.0
7	52.2	50.0
8	55.9	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**

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 8	3	28	46.4%
Bronx 8	4	41	34.1%
Bronx 8	5	30	40.0%
Bronx 8	6	26	34.6%
Bronx 8	7	30	40.0%
Bronx 8	8	31	80.6%
Bronx 8	All	186	45.7%

SUMMARY OF THE ELA GOAL

Bronx Excellence 8 exceeded the performance target for four of five measures and came close to meeting the target for one measure; the school met the overall 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 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

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EVALUATION OF ELA GOAL

Bronx Excellence 8 exceeded the performance target for four of five measures and came very close to meeting the target for one measure.

Measure 1 – Absolute: Overall, 71.5% 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 75% target. However, continuously enrolled students who were assessed in grades three, four, and eight were above the 75% target, with proficiency rates above 86% for each.

Measure 2 – Absolute: The school's performance index was 171.7, which exceeded the achievement measure target of 126.5.

Measure 3 – Comparative: Bronx Excellence 8 students enrolled in at least their second year outperformed their district counterparts in most grades and overall. The overall proficiency rate for these continuously enrolled students was 71.5%, compared to 38.7% within the school district of comparison.

Measure 4 – Comparative: The school's overall effect size was .76 which met the target, but grades three and five fell below expectations. Grades four, six, seven, and eight surpassed the target.

Measure 5 – Growth: The mean growth percentile was 51.3, which surpassed the 50.0 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 8 leadership team.

ELA ACTION PLAN

Bronx Excellence 8 is committed to advancing literacy achievement through data-driven instruction, ongoing progress monitoring, and targeted academic support. The school recognizes that sustained growth requires the consistent collection, analysis, and reporting of student performance data to inform instructional decisions and ensure scholars are making meaningful progress. To maintain consistency in data collection and reporting, all ELA teachers will use a schoolwide assessment calendar and will administer common assessments, utilize standardized scoring practices and shared administration procedures, and maintain shared data-tracking systems.

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Bronx 8 Elementary ELA data will include F&P benchmark assessments, Into Reading assessments, unit assessments, exit tickets, student work, and intervention progress-monitoring measures. Elementary ELA data will be reviewed during weekly grade-team and MTSS meetings. Teams will analyze results by grade, classroom, subgroup, standard, and individual scholar. Each grade level and classroom will establish measurable goals for reading proficiency and F&P growth. Early intervention will begin as soon as screening and classroom evidence indicate that a scholar is performing below benchmark. Students in Grades 1–4 with foundational reading gaps will receive targeted practice during the morning and the afternoon intervention period. Support will address phonemic awareness, phonics, decoding, fluency, vocabulary, or comprehension according to documented student need. Instruction will remain rigorous, and grade-level aligned, while support provide more targeted small-group instruction.

Bronx 8 Middle will use multiple measures of student achievement including New York State ELA Assessment results, interim assessments, reading diagnostics, writing assessments, classroom performance tasks, and formative assessments to monitor scholar performance. Instructional leaders and teachers will engage in regular data-analysis cycles to review achievement trends, evaluate scholar growth, and identify areas requiring additional support. In Grade 5, instruction will focus on strengthening foundational literacy skills, including reading fluency, vocabulary acquisition, comprehension, and evidence-based writing. In Grade 6, teachers will support scholars as they transition to more rigorous literacy expectations by emphasizing close reading, textual analysis, academic vocabulary, and written responses supported by evidence. In Grade 7, instructional priorities will include critical analysis of literary and informational texts, argumentative writing, and the ability to synthesize information from multiple sources. In Grade 8, instruction will focus on advanced reading comprehension, research, argumentation, and analytical writing. Scholars demonstrating challenges will participate in differentiated instruction and intervention groups designed to address specific skill deficits identified through assessment data.

Bronx Excellence 8 will continue to prioritize equitable outcomes for all students. Multilingual learners will receive integrated supports that include explicit academic vocabulary instruction, scaffolded reading and writing tasks, and structured opportunities for academic discussion with regular progress monitoring. Students with disabilities will receive accommodations, modifications, and interventions aligned to their individualized learning plans. Collaboration between general education and special education staff will ensure access to rigorous grade-level content and appropriate supports. The school will also closely monitor performance. When data indicate a need for additional support, Bronx Excellence 8 will implement targeted intervention programs, adjust instructional practices, increase opportunities for individualized learning, and revise programming. Instructional leaders will conduct classroom observations, coaching cycles, and curriculum reviews to ensure the consistent implementation of high-quality literacy instruction across all grade levels.

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GOAL 2: MATHEMATICS

Bronx Excellence 8 students will demonstrate steady progress in the understanding and application of mathematical skills.

BACKGROUND

Bronx Excellence 8 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

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who are accelerated. While scholars are expected to master both content and mathematical processes appropriate for their age and grade, our goal is to support scholars so they can complete Algebra by the end of eighth grade.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

METHOD

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

Grade	Total Tested	Total Enrolled	Percent Tested
3	26	28	92.9%
4	39	42	92.9%
5	30	31	96.8%
6	26	26	100.0%
7	30	30	100.0%
8	31	31	100.0%
All	182	188	96.8%

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	26	21	80.8%	19	15	78.9%
4	39	35	89.7%	32	29	90.6%
5	30	8	26.7%	22	7	31.8%
6	26	8	30.8%	8	3	37.5%
7	30	11	36.7%	26	8	30.8%
8	31	19	61.3%	30	18	60.0%
All	182	102	56.0%	137	80	58.4%

Math Measure 2 - Absolute

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Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2025-26 mathematics MIP for all students of **130.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2025-26 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
182	19.8	24.2	41.2	14.8

$$PI = (0 * [19.8\%]_{Level\ 1} + 1 * [24.2\%]_{Level\ 2} + 2 * [41.2\%]_{Level\ 3} + 2.5 * [14.8\%]_{Level\ 4}) * 100 = \mathbf{143.6}$$

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

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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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	19	78.9%	2406	43.0%
4	32	90.6%	2514	45.8%
5	22	31.8%	2710	42.7%
6	8	37.5%	2681	35.5%
7	26	30.8%	2732	46.7%
8	30	60.0%	2173	38.3%
All	137	58.4%	15216	42.1%

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	91.4%	444	449.7	-0.36
4	94.4%	449	449.2	-0.01
5	96.4%	437	445	-0.54
6	95.2%	439	442.7	-0.29

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	
7	94.8%	451	447.9	0.23
8	-	-	-	-
All	94.2%	444.4	447	-0.17

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	27.2	50.0
5	45.8	50.0
6	47.0	50.0
7	39.9	50.0
8	-	50.0
All	39.3	50.0

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

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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 2024-25 Students from Internal math Assessment by Grade Level

Site	Grade	Count of Students	% Proficient
Bronx 8	3	28	32.1%
Bronx 8	4	41	29.3%
Bronx 8	5	30	30.0%
Bronx 8	6	26	0.0%
Bronx 8	7	30	3.3%
Bronx 8	8	31	77.4%
Bronx 8	All	186	29.6%

SUMMARY OF THE MATHEMATICS GOAL

Bronx Excellence 8 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	Not Met

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	analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in 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 8 exceeded the performance target for two of five measures.

Measure 1 – Absolute: Overall, 58.4% of students enrolled in at least their second year were proficient on the New York State exam for grades 3-8. Two tested grades exceeded the 75% target. The school had one student enrolled in at least their second year take the Regents Algebra 1 exam, and the student passed.

Measure 2 – Absolute: The school's performance index was 143.6, which exceeded the achievement measure target of 130.4.

Measure 3 – Comparative: Bronx Excellence 8 students enrolled in at least their second year outperformed their district counterparts in most tested grades and overall. The overall proficiency rate for these continuously enrolled students was 58.4, compared to 42.1% within the school district of comparison.

Measure 4 – Comparative: The school's overall effect size was -.17, which falls below the target. No tested grades met the .3 target.

Measure 5 – Growth: The mean growth percentile was 39.3, 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 8 leadership team.

Performance on the Regents Algebra I Exam Of 8 th Grade Students Enrolled in At Least Their Second Year ⁹		
Year	Charter School	School District

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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	Number Tested	Percent Passing	Number Tested	Percent Passing
2023-24	-	-	3821	45%
2024-25	-	-	5105	43%
2025-26	1	100	-	-

MATHEMATICS ACTION PLAN

Bronx Excellence 8 is dedicated to ensuring strong mathematics outcomes through a systematic approach to data-driven instruction, progress monitoring, and targeted academic support. Central to this commitment is the school's ability to collect, analyze, and report student performance data consistently and accurately to ensure that instructional decisions are grounded in reliable evidence of student learning.

Bronx Excellence 8 Elementary will use an assessment calendar, consistent administration procedures, shared scoring criteria, and established data-entry deadlines. Collected evidence will include diagnostic assessments, unit assessments, exit tickets, student work, problem-solving tasks, intervention measures, and NYS assessment results. Leaders will conduct regular data-quality checks to identify missing results, inconsistent scoring, or discrepancies between reported proficiency and classroom evidence.

Elementary math results will be analyzed during weekly grade-team and MTSS meetings by grade, classroom, subgroup, standard, and individual scholar. Each grade level and classroom will establish a measurable proficiency goal based on beginning-of-year data and annual performance expectations. Early intervention will begin as soon as a scholar is identified as performing below benchmark. Students in Grades 1–4 will receive targeted support and focused reteaching. Activities may include number-sense routines, fact fluency, place-value practice, computation, visual models, fractions, and short word problems. Tier 1 instruction will emphasize rigorous grade-level content, conceptual understanding, procedural fluency, mathematical discourse, multiple representations, and frequent checks for understanding. Students receiving intervention will be entered into the MTSS tracker. Weekly MTSS review and formal monthly reviews will determine whether to continue, adjust, intensify, refer, or exit support.

Bronx Excellence 8 Middle teachers will utilize common assessments, shared data-tracking systems, and uniform reporting protocols. School leadership, instructional coaches, and teacher teams will engage in recurring data-review cycles to examine student growth, assess the effectiveness of instructional practices, and identify trends across grades, cohorts, and subgroups. Regular analysis of achievement data will allow the school to monitor progress toward performance goals while ensuring timely responses to emerging learning needs. To sustain high levels of achievement and accelerate growth among students requiring additional support, Bronx Excellence 8 Middle will implement a multi-tiered system of academic interventions. Students meeting or exceeding proficiency benchmarks will engage in enrichment opportunities that deepen conceptual understanding, strengthen mathematical reasoning, and provide exposure to advanced problem-solving tasks. Students who have not yet demonstrated mastery will receive additional instructional support focused on identified standards and skill deficits.

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At each grade level, interventions will be tailored to the specific developmental and academic needs of students. In Grade 6, instruction will emphasize building strong foundations in number sense, ratios, proportional reasoning, and operations with rational numbers. In Grade 7, teachers will focus on strengthening algebraic thinking, proportional relationships, and fluency with rational number operations. In Grade 8, instructional priorities will center on algebra readiness, functions, mathematical modeling, and the analytical skills necessary for success in high school mathematics. Students demonstrating persistent challenges will receive intensified support through tutoring, extended learning opportunities, and focused remediation.

Recognizing the unique needs of diverse learners, the school will provide specialized supports for key student populations. Multilingual learners will receive instruction that integrates academic language development with rigorous mathematical content. Teachers will intentionally incorporate vocabulary instruction, structured discourse opportunities, and language scaffolds to support both conceptual understanding and communication of mathematical thinking. For students with disabilities, collaboration between general education and special education staff will remain a priority. Through co-teaching, individualized accommodations, and targeted intervention services, the school will ensure that students receive access to grade-level content while addressing their specific learning needs. Ongoing progress monitoring will help determine the effectiveness of these supports and guide any necessary adjustments.

Family engagement will also play a critical role in supporting mathematics achievement. Parents and caregivers will receive regular updates regarding student progress, assessment results, and available intervention opportunities. Through ongoing communication and partnership, families will be better equipped to support student learning both in and outside of school.

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.

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Science instruction at Bronx Excellence 8 is differentiated for all learning styles and incorporates several methods of instructional delivery and assessment. Instruction emphasizes active, hands-on exploration in the early grades that help students build their understanding of key concepts. It invites students to develop and explain concepts in their own words orally, through writing, and drawing. Students are provided with options and projects that allow them to demonstrate mastery of content. Young learners are encouraged to actively explore, discover, and learn about the natural world.

The middle school science program is also governed by the NYSP-12SLS. Key ideas and performance indicators are used to prepare our students to further develop and cultivate science abilities and understanding. Guided by teachers, students continually learn content to complete hands-on scientific investigations, blended with literacy-rich activities and interactive digital tools. They also learn to develop hypotheses and provide reasoning using evidence. With practice, trial, and error, students in grades 5-8 demonstrate their understanding of scientific processes, skills, and procedures. Varied opportunities allow students to demonstrate appropriate scientific language, procedures, and proficiency, culminating in the state examinations. Assessments include classroom assignments, discourse, experiments, quizzes and tests, and presentations. Data is used to inform instruction, evaluate program efficacy and differentiate professional development.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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	21	7	33.3%
8	28	22	78.6%
All	49	29	59.2%

Science Measure 2 - Comparative

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

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.¹⁰

2025-26 State Science Exam Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	21	7	33.3%	2676	763	28.5%
8	28	22	78.6%	2209	935	42.3%
All	49	29	59.2%	4885	1698	34.8%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Bronx Excellence 8 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 8 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

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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was 59.2%, however the proficiency rate for eighth grade was 78.6%. Continuously enrolled tested students exceeded the performance of their district peers, with an overall proficiency rate of 59.2% compared to 34.8%, with both grades outperforming their peers.

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 8 leadership team.

ACTION PLAN

Bronx Excellence 8 is committed to maintaining strong student achievement in science through a comprehensive system of data collection, progress monitoring, and instructional responsiveness. The school will utilize common assessment measures, standardized data-tracking systems, and established reporting protocols that allow teachers and school leaders to monitor student performance and make timely instructional adjustments.

The science department will implement a consistent assessment framework for Grades 5 and 8 that includes state assessment data, interim benchmark assessments, unit assessments, laboratory investigations, performance-based tasks, and formative assessments. Science teachers, instructional leaders, and administrators will participate in regularly scheduled data meetings to review results, identify trends, and determine appropriate interventions. Data will be reviewed at the grade, cohort, classroom, and subgroup levels to identify areas of strength and target interventions. Particular attention will be given to students with disabilities, multilingual learners, economically disadvantaged students, and students performing below grade-level expectations.

In Grade 5, instruction will focus on strengthening foundational knowledge in life science, physical science, earth science, and scientific inquiry practices. Assessment data will be used to identify students who require additional support in content mastery or scientific reasoning skills. Identified students will receive targeted small-group instruction focused on priority standards. Teachers will implement intervention cycles that include reteaching, guided practice, and progress-monitoring assessments to measure growth. Students demonstrating proficiency will have access to enrichment opportunities that emphasize hands-on investigations, collaborative problem-solving, and application of scientific concepts to real-world scenarios

Grade 8 science instruction will emphasize scientific investigation, evidence-based reasoning, data analysis, engineering practices, and mastery of disciplinary core ideas. Assessment results will be reviewed frequently to determine student readiness and identify standards requiring additional focus.

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Students below proficiency benchmarks will participate in targeted intervention programs, including small-group tutoring, standards-based remediation, and extended learning opportunities. Teachers will utilize flexible grouping strategies to address individual student needs and provide differentiated instruction. Students demonstrating advanced performance will engage in enrichment activities that promote deeper scientific inquiry, research, and application of complex concepts. Special attention will be given to cohorts whose historical performance data indicate a need for support in scientific reasoning, laboratory analysis, or assessment-based skills. Progress-monitoring tools will be used to track student growth throughout the year and adjust interventions accordingly.

Bronx Excellence 8 will closely monitor the performance of key subgroups to ensure equitable access to high-quality science instruction. Multilingual learners will receive integrated language and science supports designed to improve both content understanding and academic language proficiency. Students with disabilities will benefit from collaborative planning between science and special education teachers, co-teaching models when appropriate, and individualized intervention plans based on performance data. Teachers will receive ongoing professional development focused on effective science instruction, data analysis, and the delivery of rigorous learning experiences.

School leaders will review data after each assessment cycle to evaluate the effectiveness of instructional programs and interventions. If performance trends indicate that specific grades, cohorts, or subgroups are not meeting expected growth targets, the school will revise instructional strategies, strengthen intervention systems, and allocate additional resources to accelerate student achievement. Through consistent data collection practices, frequent progress monitoring, targeted interventions, and flexible instructional systems, Bronx Excellence 8 will continue to improve science outcomes, ensuring students have the support necessary to achieve proficiency and long-term academic success.

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