



**Uncommon Brownsville South  
Charter School**

**2025-26 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Enter Name(s) and Title(s) prepared this 2025-26 Accountability Progress Report on behalf of the charter school's board of trustees:

| Trustee's Name           | Board Position                             |                                       |
|--------------------------|--------------------------------------------|---------------------------------------|
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| Ann Mathews              | Trustee/Member                             | Academic, Finance                     |
| Crystal McQueen-Taylor   | Parent Rep                                 | Academic, Advocacy                    |

**Estrella De La Torre has served as the Principal of the Elementary Academy since 2023.**

**Kaitlyn Walsh has served as the Principal of the Middle Academy since 2025.**

**Chantelle McLean has served as Director of Operations of the Elementary Academy since 2022.**

**Jeremiah Pickert has served as Director of Operations of the Middle Academy since 2022.**

# 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

## SCHOOL OVERVIEW

Uncommon Brownsville South Charter School is a rigorous, college prep public school whose mission is to prepare all students to enter and succeed in college through effort, achievement, and the content of their character. In pursuit of its mission, the school successfully completed its 17th year of operation in June 2026. Uncommon Brownsville South Charter School is organized into two academies: the Elementary Academy, serving students in grades K-4 and the Middle Academy, which serves students in grades 5-8.

Uncommon Brownsville South Charter School design includes seven core components.

**Focus on Literacy.** Many of our students begin their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Uncommon Brownsville South Charter School students, therefore, is tied to mastering this fundamental skill. In 2025-26, Uncommon Brownsville South Charter School provided explicit instruction in literacy skills and inculcated the reading habit respective to grade span.

### Grades K-4

- Scholars have nearly three hours of daily reading instruction, which includes a systematic decoding program (UFLI/Reading Mastery program), a teacher-designed reading comprehension curriculum, the use of the DIBELS Assessment, and daily read alouds.
- All classrooms are staffed with two teachers to ensure that the student-to-teacher ratio never exceeds 15:1.
- Students are expected to read for at least 15-20 minutes at home each night in Kindergarten and 1<sup>st</sup> grade, and for at least 30 minutes each night starting in 2<sup>nd</sup> grade.
- Students write in every class and use the Writer's Workshop method to cultivate creativity and voice.

### Grades 5-8

- Scholars have two hours of daily reading instruction.
- Scholars are required to read reading level-appropriate books during the summer.
- There is required, graded, written work in every class.
- Scholars are required to carry an independent reading book, checked out from our library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

- DIBELS tested every student 3 times during the year to monitor progress and ensure that students were being challenged by independent reading books on their reading level

In the elementary and middle academies alike, K-8 families and scholars are expected to read together for 20 minutes each night as well.

**Target Curriculum Focused on Basic Skills.** Uncommon Brownsville South Charter School does not use an off-the-shelf curriculum. Rather, Uncommon Brownsville South Charter School uses curriculum developed by our Teaching and Learning Team (T&L) and Lead Lesson Planners (LLP). Our T&L and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Our Teaching and Learning Team (T&L) and Lead Lesson Planners (LLP) pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State.

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. T&L and our LLP create a comprehensive curriculum for their subject, saved on our network's shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Uncommon Brownsville South Charter School teachers will then save their lessons to our school's shared drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

**Assess Early and Often to Drive the Instructional Program.** The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. Prior to the scheduled New York State Social Studies, Mathematics, English Language Arts, and Science exams, Uncommon Brownsville South Charter School administered two internally aligned Interim Assessments (3 in ELA, 4 in Math). These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. These assessments were also administered during the COVID-19 closure, virtually. Uncommon Brownsville South Charter School teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. Uncommon Brownsville South Charter School also utilized the information to target content and skills-driven tutoring and small-group instruction.

**Make More Time.** In order to provide students with a comprehensive, college preparatory education, Uncommon Brownsville South Charter School has an extended school day and school year. For most students, the regular school day began at 7:15 A.M. and ended at 4:00 P.M.[MS2] . Uncommon Brownsville South Charter School provides its students with every possible opportunity to learn.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Uncommon Brownsville South Charter School students extend their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night. Each student, beginning in kindergarten, takes home at least 20 minutes of homework, every evening – including weekends and holidays. Parents/guardians review and sign each evening's assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well.

**Emphasis on College.** For too many at-risk students, college only exists in the abstract. For Uncommon Brownsville South Charter School students, freshman year of college will be a natural extension of their educational experience at Uncommon Brownsville South Charter School.

Uncommon Brownsville South Charter School students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

**Provide Structure and Order.** Students need a safe and orderly environment to be productive. In 2025-26, Uncommon Brownsville South Charter School created a calm, composed, and disciplined environment to maximize the amount of time on-task.

**Insist on Family Involvement.** Uncommon Brownsville South Charter School's educational program is structured so that families must be involved in their child's academic pursuits. In 2025-26, Uncommon Brownsville South Charter School families:

- met with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance;
- maintained an open line of communication with their child's teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were invited to multiple virtual social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community.

# 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

## 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     | 55 | 67 | 84 | 83 | 78 | 65 | 74 | 77 | 67 | N/A       | 650   |
| 2024-25     | 56 | 81 | 87 | 98 | 96 | 68 | 85 | 79 | 83 | N/A       | 733   |
| 2025-26     | 78 | 60 | 86 | 91 | 95 | 72 | 75 | 81 | 85 | N/A       | 723   |

## GOAL 1: ENGLISH LANGUAGE ARTS

Enter the school's English Language Arts goal here from the Accountability Plan.

### BACKGROUND

Uncommon Brownsville South Charter School's curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Uncommon Brownsville South Charter School created a scope and sequence for reading and writing and divided the year into units, each culminating in a formal assessment. The school continues to refine its scopes, sequences, and assessments in alignment with Next Generation Learning Standards each school year based on student assessment data.

Uncommon Brownsville South Charter School's ELA program emphasizes both strong reading and strong writing. In reading, the program emphasizes four key aspects of literacy: decoding, fluency, vocabulary, and comprehension. In the elementary school grades (K-4) there are three 40-minute long literacy blocks each day and students are broken up into groups based on DIBELS levels. In the literacy blocks, students focus on explicit foundational reading instruction, small-group reading of grade-level chapter books, and reading comprehension. Students spend 45 minutes writing daily, in addition to the three literacy blocks.

In the middle grades (5-8), students have a 2-hour English class that includes extensive time on discourse, whole-class novel work, close reading, knowledge building, and writing in response to text. Vocabulary, grammar, and composition are also taught during this time.

Every year the school provides teachers with an intensive training program whereby we instruct teaching, student behavior management techniques, and strategies to employ in the classrooms and throughout the school. We achieve and maintain complete consistency in messaging, expectations, and responses to student behavior and academic standards throughout the school. Additionally, all staff

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

meet one day each week to review the past week's progress and to finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

### 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     | 81           | 91             | 89%            |
| 4     | 77           | 88             | 88%            |
| 5     | 67           | 71             | 94%            |
| 6     | 63           | 72             | 88%            |
| 7     | 75           | 83             | 90%            |
| 8     | 79           | 89             | 89%            |
| All   | 442          | 494            | 89%            |

#### Performance on 2025-26 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

| Grade | All Students  |                   |                    | Enrolled in at least their Second Year |                   |                    |
|-------|---------------|-------------------|--------------------|----------------------------------------|-------------------|--------------------|
|       | Number Tested | Number Proficient | Percent Proficient | Number Tested                          | Number Proficient | Percent Proficient |
| 3     | 81            | 48                | 59%                | 66                                     | 39                | 59%                |
| 4     | 77            | 62                | 81%                | 71                                     | 58                | 82%                |
| 5     | 67            | 32                | 48%                | 49                                     | 25                | 51%                |
| 6     | 63            | 38                | 60%                | 48                                     | 28                | 58%                |
| 7     | 75            | 48                | 64%                | 64                                     | 43                | 67%                |
| 8     | 79            | 35                | 44%                | 60                                     | 29                | 48%                |
| All   | 442           | 263               | 60%                | 358                                    | 222               | 62%                |

<sup>1</sup> 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.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-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 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.<sup>2</sup>

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 |
|                  | 16%                                           | 25%     | 36%     | 24%     |

$$PI = (0 * [\%]_{\text{Level 1}} + 1 * [\%]_{\text{Level 2}} + 2 * [\%]_{\text{Level 3}} + 2.5 * [\%]_{\text{Level 4}}) * 100 = 157$$

### 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.<sup>3</sup>

<sup>2</sup> 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.

<sup>3</sup> 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](https://data.nysed.gov).

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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

| Grade | Percent of Students at or Above Proficiency                 |                       |                       |                       |
|-------|-------------------------------------------------------------|-----------------------|-----------------------|-----------------------|
| Grade | Percent of Students at or Above Proficiency                 |                       |                       |                       |
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                       | All District Students |                       |
|       | Number<br>Tested                                            | Percent<br>Proficient | Number<br>Tested      | Percent<br>Proficient |
| 3     | 66                                                          | 59%                   | 48185                 | 44.2                  |
| 4     | 71                                                          | 82%                   | 50128                 | 51.1                  |
| 5     | 49                                                          | 51%                   | 50790                 | 46.6                  |
| 6     | 48                                                          | 58%                   | 50857                 | 50.7                  |
| 7     | 64                                                          | 67%                   | 51614                 | 53.3                  |
| 8     | 60                                                          | 48%                   | 52876                 | 55.2                  |
| All   | 358                                                         | 62%                   | 304450                | 50.3                  |

#### 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.<sup>4</sup>

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

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

# 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

| Grade | Percent Economically Disadvantaged | Mean Scale Score |           | Effect Size |
|-------|------------------------------------|------------------|-----------|-------------|
|       |                                    | Actual           | Predicted |             |
| 3     | 89.8                               | 462              | 445.8     | 1.44        |
| 4     | 95.9                               | 460              | 445.3     | 1.34        |
| 5     | 92.8                               | 455              | 445.2     | 0.89        |
| 6     | 95.5                               | 448              | 441.4     | 0.68        |
| 7     | 91.5                               | 449              | 444.7     | 0.46        |
| 8     | 89.7                               | 458              | 446.1     | 1.32        |
| All   | 92.4                               | 455.4            | 444.7     | 1.02        |

## 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.<sup>5</sup>

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     | 56.5                   | 50.0   |
| 5     | 57                     | 50.0   |
| 6     | 57.5                   | 50.0   |
| 7     | 52.9                   | 50.0   |
| 8     | 57                     | 50.0   |
| All   | 56.1                   | 50.0   |

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

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

### ELA INTERNAL EXAM RESULTS

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

Based on data from the Interim Assessments administered in 2025-2026, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2026-2027. Students in Grades 3-4 took 2 interim assessments and students in Grades 5-8 took 3 interim assessments during the 2025-2026 school year. The chart below represents the percentage of students who are advanced or proficient on their interim assessments.

|     | GRADE         | 3   | 4   | 5   | 6   | 7   | 8   |
|-----|---------------|-----|-----|-----|-----|-----|-----|
| ELA | Assessment #1 | 45% | 53% | 49% | 54% | 55% | 65% |
| ELA | Assessment #2 | 58% | 64% | 55% | 58% | 59% | 67% |
| ELA | Assessment #3 | N/A | N/A | 58% | 62% | 62% | 67% |

### SUMMARY OF THE ELA GOAL

Uncommon Brownsville South Charter School achieved 4 of 5 available Accountability Plan goals.

| 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     |

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

### EVALUATION OF ELA GOAL

Uncommon Brownsville South Charter School fell short of the ELA state test goal for the 2025-2026 school year. We believe this is due in large part to COVID learning loss and are focusing our efforts on training staff to improve these metrics for the 2026-2027 school year through a variety of different professional development opportunities. See the action plan below for additional information.

Uncommon Brownsville South Charter School achieved the performance proficiency when compared to the school district of comparison as well as the ELA economically disadvantaged goal. We continue to perform above the public school district level of proficiency and always push our students to increase their ELA aptitude despite their economic conditions.

### ADDITIONAL CONTEXT AND EVIDENCE

Performance on the Regents Exam in ELA  
Of 8<sup>th</sup> Grade Students Enrolled in At Least Their Second Year<sup>6</sup>

We did not administer the Regents ELA exam to our 8<sup>th</sup> grade students.

### ELA ACTION PLAN

Uncommon Brownsville South Charter School is continuing to improve ELA performance for its students. Our action steps relate to Remediation and Observation & Feedback.

*Remediation:* We will continue to have a tutoring block in the students' schedule. Daily, teachers will pull out a small group of their students for tutoring, using data from previous year's NYS ELA exam (as available), internal interim assessments, DIBELS, unit tests, and daily classroom assessments (called "Exit Tickets").

*Observation & Feedback:* ELA teachers will continue to receive increased feedback around their action plans and student performance throughout the year. The leadership team has intentionally planned out observations and feedback sessions so master teachers can effectively and consistently give more feedback on new teachers' teaching methods and strategies. In addition professional development sessions are designed and offered multiple times per year to respond to trends and teachers' instructional needs.

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<sup>6</sup> 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](https://data.nysed.gov). If 2025-26 district data is not available, schools should compare to 2024-25 district data.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

### GOAL 2: MATHEMATICS

Write the school's mathematics goal here from the Accountability Plan.

#### BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take at least 90 minutes of math per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Basically, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

### 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     | 81           | 91             | 89%            |
| 4     | 81           | 88             | 92%            |
| 5     | 68           | 71             | 96%            |
| 6     | 65           | 72             | 90%            |
| 7     | 77           | 83             | 93%            |
| 8     | 26           | 89             | 29%            |
| All   | 398          | 494            | 81%            |

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     | 81            | 67                | 83%                | 66                                     | 53                | 80%                |

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

|     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|
| 4   | 81  | 67  | 83% | 72  | 62  | 86% |
| 5   | 68  | 39  | 57% | 50  | 31  | 62% |
| 6   | 65  | 45  | 69% | 49  | 35  | 71% |
| 7   | 77  | 53  | 69% | 66  | 46  | 70% |
| 8   | 26  | 10  | 38% | 18  | 7   | 39% |
| All | 398 | 281 | 71% | 321 | 234 | 73% |

### Math Measure 2 - Absolute

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

### METHOD

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

### Mathematics 2025-26 Performance Index (PI)

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|-----------------------------------------------|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
|                  | 11%                                           | 18%     | 45%     | 25%     |

$$PI = (0 * [\%]_{\text{Level 1}} + 1 * [\%]_{\text{Level 2}} + 2 * [\%]_{\text{Level 3}} + 2.5 * [\%]_{\text{Level 4}}) * 100 = \mathbf{170.5}$$

### 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

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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.<sup>7</sup>

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

| Grade | Percent of Students at or Above Proficiency                 |                       |                       |                       |
|-------|-------------------------------------------------------------|-----------------------|-----------------------|-----------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                       | All District Students |                       |
|       | Number<br>Tested                                            | Percent<br>Proficient | Number<br>Tested      | Percent<br>Proficient |
| 3     | 66                                                          | 80%                   | 49215                 | 61.2                  |
| 4     | 72                                                          | 86%                   | 50864                 | 61.9                  |
| 5     | 50                                                          | 62%                   | 51368                 | 57.0                  |
| 6     | 49                                                          | 71%                   | 50927                 | 51.2                  |
| 7     | 66                                                          | 70%                   | 51300                 | 60.2                  |
| 8     | 18                                                          | 39%                   | 32495                 | 47.6                  |
| All   | 321                                                         | 73%                   | 286169                | 57.0                  |

### 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.<sup>8</sup>

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

<sup>7</sup>Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide at [data.nysed.gov](https://data.nysed.gov). If 2025-26 district data is not available, schools should compare to 2024-25 district data.

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

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

| Grade | Percent Economically Disadvantaged | Mean Scale Score |           | Effect Size |
|-------|------------------------------------|------------------|-----------|-------------|
|       |                                    | Actual           | Predicted |             |
| 3     | 89.8                               | 475              | 450       | 1.55        |
| 4     | 95.9                               | 468              | 448.9     | 1.21        |
| 5     | 92.8                               | 460              | 445.9     | 0.97        |
| 6     | 95.5                               | 458              | 442.6     | 1.2         |
| 7     | 91.5                               | 459              | 448.6     | 0.76        |
| 8     | 89.7                               | 442              | 442.9     | -0.06       |
| All   | 92.8                               | 463.4            | 447.2     | 1.09        |

### 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.<sup>9</sup>

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     | 37                     | 50.0   |
| 5     | 46.3                   | 50.0   |
| 6     | 56.1                   | 50.0   |
| 7     | 50.6                   | 50.0   |
| 8     | 72.3                   | 50.0   |
| All   | 48.6                   | 50.0   |

<sup>9</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

### MATHEMATICS INTERNAL EXAM RESULTS

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

Based on data from the Interim Assessments administered in 2025-2026, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2026-2027. Students in all grades, including those prior to 3<sup>rd</sup> grade, took 3 interim assessments during the 2025-2026 school year. The chart below represents the percentage of students who are advanced or proficient on their interim assessments.

|      | GRADE         | 3   | 4   | 5   | 6   | 7   | 8   |
|------|---------------|-----|-----|-----|-----|-----|-----|
| Math | Assessment #1 | 76% | 68% | 70% | 56% | 42% | 38% |
| Math | Assessment #2 | 78% | 74% | 78% | 56% | 50% | 48% |
| Math | Assessment #3 | 66% | 65% | 57% | 52% | 56% | 46% |

### SUMMARY OF THE MATHEMATICS GOAL

Uncommon Brownsville South Charter School achieved 3 of 5 Accountability Plan goals.

| Type        | Measure                                                                                                                                                                                                                                                                                                                          | Outcome |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Absolute    | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.                                                                                                                                                   | Not Met |
| Absolute    | Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.                                                                                                                                                                     | Met     |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.                                                                   | Met     |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | Met     |

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

|        |                                                                                                                                                                               |         |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 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:                                                                                                                                     | 3/5     |

### EVALUATION OF THE MATHEMATICS GOAL

Uncommon Brownsville South Charter School fell short of the Math state test goal for the 2025-26 school year. We believe this is due in large part to COVID learning loss and are focusing our efforts on training staff to improve these metrics for the 2026-27 school year through a variety of different professional development opportunities. See the action plan below for additional information.

Uncommon Brownsville South Charter School achieved the performance proficiency when compared to the school district of comparison as well as the Math economically disadvantaged goal. We continue to perform above the public school district level of proficiency and always push our students to increase their Math aptitude despite their economic conditions.

### ADDITIONAL CONTEXT AND EVIDENCE

Performance on the Regents Algebra I Exam  
Of 8<sup>th</sup> Grade Students Enrolled in At Least Their Second Year<sup>10</sup>

| Year    | Charter School |                 | School District |                 |
|---------|----------------|-----------------|-----------------|-----------------|
|         | Number Tested  | Percent Passing | Number Tested   | Percent Passing |
| 2023-24 | 55             | 83.64%          | 81860           | 51              |
| 2024-25 | 54             | 55.17%          | 106146          | 48              |
| 2025-26 | 58             | 64.29%          | Not Released    | Not Released    |

### MATHEMATICS ACTION PLAN

Over the course of the past school year, Uncommon Schools has made continuous changes to its program in order to ensure that the curriculum, schedule, and instruction best support student learning in math, while accommodating and shifting to Remote Learning. Changes include: revising math lessons so that student activities more closely align to the objective; revising scope and sequences to ensure that math meetings in grades K-3 and fact practices in grades 5-7 are focused solely on reviewing difficult-to-master material throughout the school year; revising quarterly Interim Assessments to ensure that each NYS Learning Standard is taught, assessed and ultimately mastered; and, finally, prioritizing differentiated teacher development.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continued independent practice, students will be able to

<sup>10</sup>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](https://data.nysed.gov). If 2025-26 district data is not available, schools should compare to 2024-25 district data.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

refine their skills in both Math and ELA. As a network, we plan to continue to implement a small group instruction into the day in the 2025-26 school year. In small group instruction, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

We will continue to make these changes, revising scope and sequences as well as provide real-time feedback in-person as we continue in-person learning during the 2025-2026 school year. We feel that our students will continue to benefit from in-person learning and resuming the small group instruction for our students.

### GOAL 3: SCIENCE

Write the school's science goal here from the Accountability Plan.

#### BACKGROUND

The science curriculum at Uncommon Brownsville South Charter School has been designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards.

Uncommon Brownsville South Charter School continues to partner with Uncommon Schools to procure externally developed, Next Generation Science Standards (NGSS)-aligned curriculum and assessments, which are based on the successful outcomes of the highest performing schools in the network.

Science instruction consistently reinforces both math and reading skills, and our science teachers frequently work closely with both our Math and English Language Arts teachers to ensure that common approaches and language are used to reinforce cross-curricular content. For example, in the first two weeks of 8<sup>th</sup> grade science students learn about density, and apply the formulas for calculating density they learned in math class while investigating the density of different materials. In terms of supporting literacy, each grade includes a research project that scaffolds skills. In 5<sup>th</sup> grade students are given a set of articles and social media posts from which they both need to synthesize arguments as well as determine whether a source is reliable. In 8<sup>th</sup> grade, students work in groups to create a presentation to teach the class about a specific ecosystem, for which they need to complete their own research, including finding sources.

Additionally, science instruction builds student capacity to use the scientific method and engineering design cycle to complete investigations and develop prototypes to solve problems. Professional development time is dedicated to training teachers on planning for and facilitating complex activities that involve labs and engineering challenges. This exposure provides an important opportunity for students to do “real science” in elementary and middle school.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

### 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 5<sup>th</sup> and 8<sup>th</sup> 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 <sup>nd</sup> Year |                   |                    |
|-------|-------------------------------------------------|-------------------|--------------------|
|       | Number Tested                                   | Number Proficient | Percent Proficient |
| 5     | 51                                              | 18                | 35%                |
| 8     | 62                                              | 41                | 66%                |
| All   | 113                                             | 59                | 52%                |

#### 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.<sup>11</sup>

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<sup>11</sup> 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](https://data.nysed.gov).

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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

|       | Charter School Students in at Least 2 <sup>nd</sup> Year |                   |                    | All District Students |                   |                    |
|-------|----------------------------------------------------------|-------------------|--------------------|-----------------------|-------------------|--------------------|
| Grade | Number Tested                                            | Number Proficient | Percent Proficient | Number Tested         | Number Proficient | Percent Proficient |
| 5     | 51                                                       | 18                | 35%                | 49964                 | 21643             | 43.3               |
| 8     | 62                                                       | 41                | 66%                | 29506                 | 13940             | 47.2               |
| All   | 113                                                      | 59                | 52%                | 79470                 | 35583             | 44.8               |

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Uncommon Brownsville South Charter School achieved 1 of 2 possible Accountability Plan goals.

| 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

### ADDITIONAL CONTEXT AND EVIDENCE

#### Performance on Regents Exam in Any Science Subject Of 8<sup>th</sup> Grade Students Enrolled in At Least Their Second Year<sup>12</sup>

| Year    | Charter School |                 | School District |                 |
|---------|----------------|-----------------|-----------------|-----------------|
|         | Number Tested  | Percent Passing | Number Tested   | Percent Passing |
| 2023-24 | 61             | 43%             | 79382           | 53              |
| 2024-25 | 72             | 61%             | 63530           | 52              |
| 2025-26 | N/A            | N/A             | Not Released    | Not Released    |

<sup>12</sup> 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](https://data.nysed.gov). If 2025-26 district data is not available, schools should compare to 2024-25 district data.

## 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

### ACTION PLAN

Uncommon Brownsville South Charter School will continue to employ our internally created science programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science.

Uncommon Brownsville South Charter School remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and will support their development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Science.

# 2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

## GOAL 4: ESSA

### ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the Every Student Succeeds Act (“ESSA”) accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

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

Accountability Status by Year

| Year    | Status        |
|---------|---------------|
| 2023-24 | Good Standing |
| 2024-25 | Good Standing |
| 2025-26 | Good Standing |

## ADDITIONAL CONTEXT AND EVIDENCE

Uncommon Brownsville South Charter School received a “Good Standing” status under ESSA. The school has diligently worked to meet each ESSA requirement and comply with all stated guidelines for testing and we will maintain this going forward.