

**Leaders In Our Neighborhood
School**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute
on: September 16, 2024

By Celia Sosa
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10474

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Celia Sosa, Chief Executive Officer prepared this 2023-24 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)
Tony Stoupas	Chair	Executive, Education, Nominating, Human Resources, Finance/Audit/Investment, Marketing/PR/Advertising, Facilities, Development
Nicholas A. Ober	Secretary	Human Resources, Facilities, Nominating, Marketing/PR/Advertising
Herbert Fixler	Treasurer	Finance/Audit/Investment, Development, Nominating
Ruth Jarmul		Marketing/PR/Advertising, Development, Executive
Deborah Dumont		Executive, Education, Facilities, Human Resources
Susan Fine		Facilities, Marketing/PR/Advertising, Human Resources
David Schatsky		Finance/Audit/Investment, Education, Executive, Nominating
Daniel Marcus		Marketing/PR/Advertising, Development, Facilities
Julie Medler		Finance, Education, Development

Celia Sosa has served as Chief Executive Officer since July 1, 2021.

Sherrie Henry has served as Chief Operating Officer since August 15, 2023.

Alexis Zain has served as Chief Academic Officer since July 1, 2021.

Miatta Massaley has served as Elementary School Director (grades K-3) since July 1st, 2023.

Ada Garcia has served as Middle School Director (grades 4-8) since July 1, 2021.

Matthew Hittenmark has served as High School Director (grades 9-12) since July 1, 2021.

Elizabeth Martin has served as Special Education Director since September 1, 2012.

Maya Severns has served as Director of Development & Marketing since March 11, 2022.

SCHOOL OVERVIEW

Leaders In Our Neighborhood Charter School (LION) Charter School is a K-12 college-preparatory school serving students and families in the Hunts Point section of the South Bronx, the highest risk community for children in New York City. Our school’s mission is to develop the character of each student. We unite students, families, and staff in helping everyone achieve their best academically, in sports, the arts, and in service to the community. We believe that passion for learning, self-discovery, leadership, and social conscience is the foundation for success in college and fulfillment in life. At LION, we recognize that all children, regardless of their neighborhood, race, or income, possess inherent potential, and that school is a place for students to develop the skills and mindsets needed to become their best selves. With our family partnership and character approach model, we focus on supporting students as they develop their character and the skills they need for life through rigorous academics, self-reflection, and family engagement. Character development is the foundation upon which our college-ready curriculum is built. Our character program involves every student, teacher, and staff member, empowering all LION community members to be their best, support others effectively, and act with purpose, honesty, and humility. LION signature practices include weekly School and Class Meetings, participation in LION Pride, and Seminars.

We have maintained the intentional shifts to our program and structure in response to the post-pandemic challenges. We continue to offer integrated co-teaching to offer students additional support and services.

We continue to recognize the need to sustain students’ and families’ social, mental, and emotional health; as such, have maintained an expanded counseling team that ensures we are able to provide at-risk counseling services.

LION’s high graduation rates, high student and staff retention rates, strong outcomes for special populations, and strong Regents examination results are evidence that we continue to serve our student population effectively and achieve our most important outcome, high school graduation, and its most important goal, college success.

Demographics Breakdown	
Economically disadvantaged	96%
Hispanic	73%
African American	25%
Multiracial	0.2%
Asian	0.6%
Asian/Pacific Islander	0.7%

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White	0.6%
SWDs	24%
MLL	20%

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	50	76	74	77	77	75	75	74	76	86	96	69	42	947
2022-23	75	66	73	81	77	77	79	80	74	79	80	73	67	979
2023-24	72	72	65	75	77	73	76	78	79	80	88	70	74	979

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2020-21 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2023-24 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2021-22	2018-19	2018	61	2	61
2022-23	2019-20	2019	66	0	70
2023-24	2020-21	2020	76	1	75

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school

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year they first enter the 9th grade anywhere. The First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	58	3	61
2022-23	2019-20	2019	66	4	70
2023-24	2020-21	2020	75	0	75

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	3	2	5
2022-23	2018-19	2018	3	8	11
2023-24	2019-20	2019	1	1	2

PROMOTION POLICY

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2020 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2020-21 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS Day) in the 2023-24 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

GOAL 1: HIGH SCHOOL GRADUATION

Graduation Goal Measure 1 - Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	78	91%
2023	74	87%

Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2020	2021-22	77	99%
2021	2022-23	71	77%
2022	2023-24	78	79%

Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

The school's graduation requirements appear in this document above the graduation goal.

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Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	61	50	82%
2019	2022-23	70	63	90%
2020	2023-24	75	67	89%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2021-22	54	48	89%
2018	2022-23	61	51	84%
2019	2023-24	70	65	93%

Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	61	50	82%	1616	75%
2019	2022-23	70	63	90%	1704	74%
2020	2023-24	75	66	89%	1704**	74%**

***Pending data release for NYSED*

¹ These data reflect August graduation rates.

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2022-23 results as a temporary placeholder for the district's 2023-24 results.

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Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

Percentage of the 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=\frac{(b)}{(a)}*100$
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22	N/A	N/A
2019	2022-23	N/A	N/A
2020	2023-24	N/A	N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

LION met or exceeded all but one of the high school graduation measures. Students in the first (2023) and second (2022) year cohorts exceeded the leading indicator of 75% of students earning ten or more credits in the 2023-2024 school year. 79% of students in the 2022 cohort passed three or more Regents exams. Our four-year high school graduation rate is 89% thus exceeding the goal of 75% by 14%. Finally, we are confident that following the release of school district graduation rates for the 2023-2024 school year, we will be able to report that we continue to exceed district graduation rates.

We are steadfast in our commitment to ensuring that students at LION successfully graduate from high school. 93% of students in the fifth-year graduation cohort graduated, thus we fell two percentage points short of meeting the stated goal. We remain closely connected to our students and families

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

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beyond their years at LION and four of the remaining five students have or will receive an HSE diploma and/or have attended Job Corps.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	MET
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	MET
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	MET
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	NOT MET
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Pending Data
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ADDITIONAL CONTEXT AND EVIDENCE

LION did not have any students in the graduating cohort complete an alternative pathway. Accordingly, that measure is not applicable.

ACTION PLAN

LION has partnered with the New Visions Portal to establish a real-time data dashboard for our leaders. This dashboard will enhance our strategic planning, data driven instruction, and overall progress against SUNY measures.

GOAL 2: COLLEGE PREPARATION

LION Charter School will prepare students with the academic and socio-emotional skills required for success in college and in life.

LION’s College Access Program ensures all students are prepared for college by providing tailored support and evolving our programming to meet our students’ needs. We collaborate with several organizations including POSSE, College Now, Get Schooled, The Hunts Point Alliance of Children, TheCollege Action Consortium of New York, New York State Association for College AdmissionsCounseling, National Association for College Admissions Counseling, National College AccessNetwork, Rocking the Boat, The Opportunity Network, SUNY Attain, and The Options Institute. Additionally, we have invited City Year, AmeriCorps, and all branches of the armed forces to present to students. We will continue to explore new partnerships to enhance students' exploration of their postsecondary options, and further support their college readiness.

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing with an Advancement Placement (“AP”) exam with a score of 3 or higher	60	40	67%
Passing a college-level course offered at a college or university through a school partnership with a college or university	22	21	95%
Achieving the college and career readiness benchmark on SAT	66	10	15%
Earning a Regents diploma with advanced designation (Advanced Regents Diploma)	66	29	44%
Overall	66	47	71%

College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2018	2021-22	50	46	92%
2019	2022-23	65	57	88%
2020	2023-24	66	57	86%*

*Based of June 30, 2024

SUMMARY OF THE COLLEGE PREPARATION GOAL

LION's College Access Program seeks to ensure all students are prepared for postsecondary success. 88% of the 2019 cohort matriculated into a college or university following graduation from LION during the 2023-2024 graduation year, thus exceeding the goal of 75%. 86% of the 2020 cohort graduates are planned to matriculate.

71% of the 2020 cohort demonstrated preparation for college by one or more possible indicators of college readiness. Thus, LION fell four percentage points short of meeting the goal of 75% of graduating students meeting this measure.

The MIP set forth in the state's ESSA accountability system was not provided. The CCRI for District 8 is also unavailable for this comparative measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	NOT MET
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A

⁵ Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

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Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	MET
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EVALUATION OF THE COLLEGE PREPARATION GOAL

LION did not meet the CCCRI measure; 71% of students in the 2020 cohort met this accountability metric. The district’s total cohort CCCRI has not been released. The office of the New York State Comptroller’s interactive college readiness map lists eight high schools in District 8 for 2022. LION exceeded the college readiness rates of all eight schools. We are confident that we will exceed this comparative measure when the data is made available. Our college access and success teams will continue to support current students and alums in their postsecondary pursuits. We are confident we will continue to meet or exceed the matriculation measure.

ADDITIONAL CONTEXT AND EVIDENCE

We recognize that increasing access to and enrollment in AP courses will impact students’ readiness for college, college matriculation, and persistence. Thus, we increased the number of students enrolled in AP courses during the 2023-2024 school year. Student overall performance on AP exams has also improved by 20% from 38% to 58% this school year.

SCHOOL SUMMARY

	2020	2021	2022	2023	2024
Total AP Students	77	76	92	132	149
Number of Exams	130	147	203	264	326
AP Students with Scores 3+	47	36	46	50	87
% of Total AP Students with Scores 3+	61.04	47.37	50.00	37.88	58.39

ACTION PLAN

We take seriously our students’ ability to demonstrate college preparedness. We will continue to grow enrollment in AP courses and ensure that our teachers are adequately trained and prepared to instruct at a collegiate level. All AP teachers are enrolled in or will enroll in AP Summer Institutes in preparation for the 2024-25 school year.

We were also selected as a PLAN Pilot school for the 2024 cohort. We are excited about ongoing professional development, being at the forefront of NYSED shifts in graduating requirements to Performance-Based Assessments and supporting the development of the portrait of a graduate.

GOAL 3: ENGLISH LANGUAGE ARTS

Leaders In Our Neighborhood Charter School students will demonstrate proficiency in reading and writing.

BACKGROUND

LION utilizes Houghton Mifflin Harcourt’s (HMH) Into Reading in K-5 and Into Literature in 6-8 as its tier I curriculum. Our teachers and instructional leaders monitor student performance and use data to adjust instruction and provide tiered interventions and support. Literacy blocks are organized into stations, allowing students to focus on close reading skills while teachers conduct small-group sessions for targeted instruction. Additionally, students practice skills independently on adaptive software programs e.g. Lexia Core5 and PowerUp, offering personalized instruction and practice exercises. During writing blocks students practice the craft of writing. Teachers conference with students to provide feedback and at times may present and review exemplary writing samples and guide students through the writing process to further develop their own writing.

Our High School ELA curriculum is based on a 4 -year College Readiness Assessment Program. Students are enrolled in at least one English course per year for all four years. We have implemented the Pre- AP English I and Pre -AP English II curricular frameworks for 9th and 10th grade students. We have also expanded our AP Capstone program through increased enrollment in AP Seminar and AP Research courses. AP Language and AP Literature are offered in addition to our English III and English IV core courses for 11th and 12th grade students respectively.

Various assessments are administered throughout the year depending on grade level, including in-class formative and summative assessments, literacy diagnostic tests, quarterly benchmarks, NYS Regents Examinations, College Board AP Examinations, and the PSAT & SAT Exams. In addition to these standardized tests, students’ complete performance-based assessments in a number of courses including various AP courses in our High School. All assessments are backward designed from state assessments including 3-8 assessments, Regents assessments and AP exams to provide accurate and actionable data on student performance and progress.

Our approach to professional development is rooted in the belief that ongoing learning is not just beneficial but essential. Our educators engage in tailored learning experiences that deepen their expertise, foster collaboration, and integrate evidence based instructional practices.

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.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

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2023-24 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IE P	Admin error	Medically excused	Other reason	
3	70	2	2	-	1	-	-	75
4	76	1	-	-	-	-	-	77
5	70	-	1	-	-	-	1	73
6	69	-	5	-	-	-	1	76
7	75	-	2	-	-	-	-	77
8	76	-	1	-	-	-	1	78
All	436	3	11	0	1	0	3	456

Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Percent Proficient	Number Proficient	Number Tested	Percent Proficient	Number Proficient	Number Tested
3	10.0%	7	70	9.7%	6	62
4	15.8%	12	76	16.0%	12	75
5	27.1%	19	70	25.4%	16	63
6	24.6%	17	69	22.6%	14	62
7	33.3%	25	75	33.8%	25	74
8	46.1%	35	76	46.1%	35	76
All	26.4%	115	436	26.2%	108	412

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.

⁶ 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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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 2023-24 English language arts MIP for all students of **113**. 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 250.⁷

English Language Arts 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
47	26	20	20	6

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 26 & + & 20 & + & 6 & = & 52 \\
 & & & & 20 & + & 6 & = & 26 \\
 & & & & & + & (.5)*6 & = & 3 \\
 & & & & & & \text{PI} & = & 81
 \end{array}$$

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.⁸

2023-24 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	9.7%	62	30.4%	1534

⁷ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

⁸ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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4	16.0%	75	34.5%	1543
5	25.4%	63	34.7%	1636
6	22.6%	62	32.4%	1586
7	33.8%	74	41.6%	1636
8	46.1%	76	42.8%	1741
All	26.2%	412	36.2%	9676

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

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. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁹

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	95.1	431.0	437.5	-0.62
4	98.7	436.0	439.7	-0.36
5	89.6	434.0	440.2	-0.66
6	98.7	432.0	437.6	-0.64
7	96.2	442.0	441.7	0.03
8	95.9	451.0	445.8	0.56
All	95.8	437.6	440.4	-0.28

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹⁰

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 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 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. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	53.5	50.0
5	47.1	50.0
6	47.4	50.0
7	62.9	50.0
8	57.4	50.0
All	53.6	50.0

SUMMARY OF THE ELA 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.	NOT 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.	NOT MET

¹⁰ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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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.	NOT MET in 2022-23 <i>Pending Release of 2023-24 Accountability Summary</i>
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 in 2022-23 <i>Pending Release of 2023-24 Accountability Summary</i>

EVALUATION OF ELA GOAL

In keeping with the pattern of performance across district, city, and state, when comparing year over year performance, overall proficiency rate in ELA decreased. 26.3% of students enrolled in their second year at LION demonstrated proficiency on the 3-8 New York State English exam. We therefore did not meet the absolute measure of 75% or more of students enrolled in their second year demonstrating proficiency. We did not outperform the district in ELA and fell short of this measure by ten percentage points. Finally, our performance index in ELA failed to exceed the measure of interim progress by thirty two points. We are unable to report on effect size and mean adjusted growth in ELA as data for the 2023-2024 school year has not yet been released.

It is worth noting that students at LION continue to do better over time as demonstrated by our 8th grade performance. 46% of our 8th graders demonstrated proficiency in ELA, outperforming their peers in CSD 8. Subgroup comparisons also reveal that LION outperformed the CSD 8 across multiple groups including African American students and EVER ELLs. We met district performance as it pertains to students with disabilities in ELA.

We are also proud of the students who evidenced growth as demonstrated by movement across proficiency levels from the 2022-23 school year to the current school. 8% of all students who were a level 1 during the 2022-2023 school year moved to a level 2 or 3 proficiency level, 7% of all students who were a level 2 during the 2022-2023 school year demonstrated proficiency by moving to a level 3 or 4, and 3% of students who performed at a level 3 during the 2022-2023 school year moved to a level 4. 24 students moved from level 1 to level 2, 8 students moved from level 1 to level 3, 29 students moved from level 2 to level 3, 13 students moved from level 3 to level 4, and one student moved from level 2 to level 4.

ADDITIONAL CONTEXT AND EVIDENCE

While our retention of teachers overall remains strong, over the past year, our school faced more unexpected, reflecting broader trends seen citywide. This included the departure of a key instructional leader in the middle school and the loss of 7 teachers all of whom taught Math or ELA in grades 3-8. The reasons for attrition included unexpected relocation, medical leaves, and extended maternity leaves. We also experienced challenges in identifying highly qualified, experienced candidates, which led us to

bring on a significantly larger number of new teachers as compared to previous school years; all of whom required substantial support and development.

In response to these challenges, we proactively restructured our staffing model to maximize the efficiency of our existing team. Instructional leaders stepped into classroom roles, demonstrating their versatility and commitment to maintaining instructional continuity. While this strategic shift did present some challenges—such as temporary dips in student proficiency and disruptions to instructional flow—we have used these experiences to refine our approach. Our team remains focused on stabilizing and enhancing the learning environment, and we are implementing targeted strategies to address these areas moving forward e.g. over hiring for the upcoming school year, reassessment of our compensation philosophy and pay scale, improving teacher preparedness and professional development.

We are deeply committed to ensuring that our students are taught by highly skilled and dedicated educators, understanding that the caliber of our teaching staff is crucial to their success. Consequently, we are prioritizing literacy outcomes with laser focus, aligning our instructional strategies, resources, and professional development to optimize student achievement in this essential area while ensuring that we remain a competitive option for educators in a market where scarcity is very real.

ELA ACTION PLAN

To advance our commitment to data-driven decision-making, we have integrated the Solved Consulting dashboard into our daily operations. We identified the need for enhanced data analysis as an area for improvement and chose this tool for its robust capabilities. The dashboard offers comprehensive data visualization, performance tracking, and customizable reporting. With real-time updates, it enables us to monitor key metrics, track progress, and make informed decisions based on current student data and information. We have also implemented weekly and quarterly data meetings with teachers and instructional leaders. These strategic additions reflect our ongoing effort to optimize our educational practices through effective data use.

We continually evaluate our instructional program and have identified areas for improvement, which include focusing on literacy across the curriculum, tiered intervention and supports, and improving the quality of professional learning and teacher development. More specifically, we have implemented a literacy initiative which includes high-leverage practices across the school, e.g. close reading, the use of Cornell Notes, and strategic annotation across all subject areas. We have implemented a Multi-Tiered System of Supports (MTSS) to enhance outcomes for struggling students by providing targeted interventions and tailored support at varying levels of intensity. We also recognize the need to allocate substantial financial resources to support our efforts. To this end, we have expanded our instructional teams in K-8 by adding an assistant principal in K-3 who will focus primarily on curriculum and instruction, and by introducing a reading interventionist to our middle school. The reading interventionist will provide specialized support for students struggling with literacy, delivering targeted, evidence-based interventions to address individual needs and enhance overall reading proficiency. Lastly, we have partnered with Teaching Lab and SOLVED consultants to provide professional development and instructional leadership coaching to our instructional leadership teams in K-8.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹¹

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	61	33	24	86%
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	75	0	26	35%

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

¹¹ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹² Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

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METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	75	0	58	77%

High School ELA Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

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Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

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High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

35% of students at LION in the high school accountability cohort performed at a level 4 on the Regents exam in ELA by the completion of their fourth year in the cohort. LION therefore failed to meet the absolute measure of 65 percent of students meeting this measure.

77% of students at LION in the high school accountability cohort achieved a level 3; we therefore did not meet the absolute measure of 80 percent of the students in the cohort achieving a level 3 by the completion of their fourth year in the cohort.

The NYS 8th grade ELA assessment was canceled during the 2019-2020 school year thus, we are unable to report on the growth measures for the 2020 cohort. Additionally, because the PI, MIP, and district averages were not released at the time of this report, we are unable to report our performance against the comparative measures.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NOT MET

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Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NOT MET
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF HIGH SCHOOL ELA GOAL

77.3% of students in the high school Accountability Cohort at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort which falls short of the 80% measure. 34.6% of high school Accountability Cohort students met or exceeded Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)), which falls short of the 65% measure.

ACTION PLAN

In order to address the aforementioned, we have implemented a more rigorous system for tracking and monitoring student outcomes as early as 9th grade using NWEA and other internally created Regents aligned formative and summative assessments. By focusing on early identification of students at risk of failing to demonstrate proficiency on the ELA Regents exam, we can more effectively tailor instructional strategies to meet students' needs. We also recently partnered with New Visions Portal to establish a real-time data dashboard for leaders. This dashboard will enhance our advising, data driven instructional planning, and our ability to monitor student progress.

Continuing this school year, all 9th and 10th-grade students who have yet to score a level 4 on the Common Core ELA exam will be enrolled in a Secondary Literary Societies (SLS) course. SLS is an additional year-long ELA course that reinforces college-ready literacy skills and provides additional support to students who have yet to demonstrate proficiency in English. LION will continue implementing and expanding SLS, Pre-AP English I, Pre-AP English II, and the AP Capstone courses for all students and ensure that students are prepared to meet or exceed the ELA Regents Exam standards.

GOAL 4: MATHEMATICS

Leaders in Our Neighborhood Charter School students will demonstrate proficiency in the application of mathematical skills and concepts.

BACKGROUND

LION utilizes Bridges in Mathematics for grades K-5 and Into Math from Houghton Mifflin Harcourt (HMH) for grades 6-8 as its tier 1 curriculum. Our teachers and instructional leaders collaborate to monitor student performance and adjust instruction to offer tiered interventions and support. During intervention periods, students are grouped by performance level, and teachers provide targeted small-group instruction as needed. Additionally, students use the adaptive software program iReady for personalized instruction and practice tailored to their individual performance levels. Eighth-grade students are enrolled in an Algebra I course, culminating in a Regents exam.

Our High School mathematics curriculum begins with Pre-AP Algebra I, followed by Pre-AP Geometry, and Pre -AP Algebra II. Students who demonstrate proficiency in the Algebra I Regents begin 9th grade in Pre-AP Geometry. We also offer a Financial Literacy course as an alternative or supplementary math course for 11th and 12th-grade students.

Various assessments are administered throughout the year depending on grade level, including in-class formative and summative assessments, diagnostic exams in mathematics, quarterly benchmarks, NYS Regents Examinations, College Board AP Examinations, and the PSAT & SAT Exams. In addition to these standardized tests, students complete performance-based assessments in a number of courses including various AP courses in our High School. All assessments are backward designed from state assessments including 3-8 assessments, Regents assessments and AP exams to provide accurate and actionable data on student performance and progress.

Our approach to professional development is rooted in the belief that ongoing learning is not just beneficial but essential. Our educators engage in tailored learning experiences that deepen their expertise, foster collaboration, and integrate evidence based instructional practices.

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

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2023-24 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IE P	Admin error	Medicall y excused	Other reason	Took Regents	
3	73	-	2	-	-	-	-	-	75
4	76	-	1	-	-	-	-	-	77
5	71	-	2	-	-	-	-	-	73
6	69	-	7	-	-	-	-	-	76
7	76	-	1	-	-	-	-	-	77
8	-	-	-	-	-	-	-	77	78
All	365	0	13	0	0	0	0	77	456

Performance on 2023-24 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		
	Percent Proficient	Number Proficient	Number Tested	Percent Proficient	Number Proficient	Number Tested
3	41.1%	30	73	40.0%	26	65
4	27.6%	21	76	28.0%	21	75
5	50.7%	36	71	48.4%	31	64
6	53.6%	37	69	51.6%	32	62
7	52.6%	40	76	53.3%	40	75
8	-	-	-	-	-	-
All	44.9%	164	365	44.0%	150	341

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

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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 2023-24 mathematics MIP for all students of **115.3**. 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 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
26	26	29	33	12

$$\begin{aligned}
 \text{PI} &= 29 + 33 + 12 = 74 \\
 &+ 33 + 12 = 45 \\
 &+ (.5) * 12 = 6 \\
 \text{PI} &= 125
 \end{aligned}$$

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.

2023-24 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	40.0%	65	42.7%	1598
4	28.0%	75	44.3%	1616
5	48.4%	64	42.0%	1633
6	51.6%	62	38.3%	1655
7	53.3%	75	47.0%	1657

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8	-	-	36.9%	1508
All	44.0%	341	41.9%	9667

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

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. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	95.1	441.0	442.8	-0.12
4	98.7	445.0	440.4	0.33
5	89.6	441.0	440.8	0.01
6	98.7	444.0	438.4	0.44
7	96.2	453.0	442.1	0.93
8				
All	95.7	444.9	440.9	0.32

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.

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METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹³

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 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 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. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	63.3	50.0
5	43.8	50.0
6	67.0	50.0
7	65.6	50.0
8	20.0	50.0
All	60.2	50.0

SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	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	MET in 2022-23 <i>Pending Release of 2023-24 Accountability Summary</i>

¹³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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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.	MET in 2022-23 <i>Pending Release of 2023-24 Accountability Summary</i>

EVALUATION OF THE MATHEMATICS GOAL

44% of students in their second year at LION demonstrated proficiency on the 3-8 math exam; we therefore failed to meet the absolute proficiency measure in 3-8 mathematics by roughly 30%. LION did however, outperform the district, as the district proficiency rate was 41.9%. More specifically, students in grades 5-7 outperformed district peers. Most noteworthy is our 6th grade performance, 6th grade students in their second year at LION outperformed district peers by 13%.

Subgroup comparisons also reveal that LION outperformed the CSD 8 across every subgroup including students with disabilities, African Americans, Latinos, ELLs, Ever ELLs, economically disadvantaged students, etc. With regard to African American, Latino, Ever ELLs, we not only outperformed the district but we also outperformed the City. Most noteworthy was the performance of our Ever ELLs and African American students who outperformed peer groups in the district and city by 14% and 10%, and 16% and 9% respectively.

Lastly, 8th grade students at LION do not sit for the NYS Math exam and instead complete the Algebra I regents exam. 64% of our students demonstrated proficiency on the Algebra I regents.

ADDITIONAL CONTEXT AND EVIDENCE

We are proud of 4 out of 5 measures that we have met in 3-8 mathematics and more importantly, we are proud of our students’ continued progress. We are committed to making the necessary adjustments to our program to ensure continuous improvement. We will closely monitor student progress, adapt our instructional strategies, and implement targeted interventions where needed. By maintaining a dynamic approach and responding to data-driven insights, we are confident that we can steadily increase our students' proficiency rate to meet or exceed the measure of 75% proficiency in 3-8 mathematics.

MATHEMATICS ACTION PLAN

To strengthen our math program and move closer to our goal of 75% proficiency, we will leverage the SOLVED data dashboard to track and monitor key assessments that align with priority skills and standards. This system will enable us to identify students early on who may require targeted math interventions, allowing us to address gaps in performance before they widen. By employing research-based math interventions, we aim to provide these students with the support they need to make measurable progress.

In response to our assessment data, we recognized the need for additional instructional time in math and have therefore increased the periods and minutes allocated to math instruction. Additionally, we

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have made strategic adjustments to our Tier 2 curriculum and instruction, incorporating a blended approach that includes guided math sessions and focused skill-building activities. These adjustments are designed to provide more personalized and effective instruction, ensuring that all students have the opportunity to develop the necessary skills to meet proficiency standards.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	61	43	12	67%
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort100

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	61	11	47	94%
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

High School Math Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 6 - Comparative

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Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The high school Mathematics measures are not applicable to LION, given the issuance of exemptions for students in the 2020 cohort. While we are unable to analyze our performance against these measures given the issuance of exemptions per New York State guidelines, we have consistently exceeded the expectation that 80% or more students in our graduating cohort will meet or exceed a level three. We are confident that we will continue to exceed math accountability measures. We are continuously monitoring changes in state assessments and the transition to next-generation exams to ensure our teachers and students are well-prepared for the evolving requirements

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will	N/A

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	exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The majority of cohort graduates earned an exemption on the Algebra I, Geometry, and Algebra II Regents. Accordingly, we are unable to report our performance against these measures.

ACTION PLAN

We will continue to monitor our students' progress in mathematics and adapt our approach as needed. By implementing the Pre-AP curriculum in Algebra and Algebra II, we aim to better prepare students for advanced mathematical studies in high school and beyond. Recognizing the need for consistency and alignment with the Next Generation Standards, we have transitioned to the New Visions curriculum for Geometry, ensuring that our instructional materials and methods are both rigorous and cohesive. This shift, along with the vertical and horizontal alignment of curriculum expectations, is designed to support smoother transitions for students and staff as they progress toward more advanced coursework. Our commitment is to use every available resource to maintain effective practices while remaining agile in adjusting instruction, programs, and curriculum as necessary to ensure all students demonstrate proficiency and make adequate progress in math.

GOAL 5: SCIENCE

LION Charter School students will demonstrate competency in the understanding of scientific concepts and the application of scientific reasoning.

BACKGROUND

LION utilizes HMH’s Into Science (in K-7) and Dimensions Earth and Space Science curriculum (in grade 8). Classroom instruction is based on the 5E model: engage, explore, explain, elaborate, and evaluate science using hands-on experiences. Our course sequence follows a logical vertical progression in K-7 with an emphasis on the various disciplinary core ideas and crosscutting concepts. Students in the 8th grade are enrolled in Earth Science which culminates in a Regents exam.

Our High School science curriculum is tailored to meet the needs of individual students and begins with the Living Environment course. In 10th or 11th grade, students transition to Physical Science, followed by Chemistry, and then by Physics the next year. We also offer AP Computer Science Principles as an alternative or supplementary science course for 11th and 12th grade students.

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 grade in spring 2024, and the Earth Science Regents to students in 8th grade. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 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	64	16	25%
8	-	-	-
All	64	16	25%

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Living Env't	75	75	100%
8	2022-23	Earth Science	70	36	51%

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8	2023-24	Earth Science	77	33	43%
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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.

2023-24 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	64	16	25%			
8	-	-	-			
All	64	16	25%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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.	N/A

EVALUATION OF THE SCIENCE GOAL

25% of 5th grade students enrolled in at least their second year at LION demonstrated proficiency on the associated NYS assessment in science. 43% of 8th grade students in their second year at LION demonstrated proficiency on the Earth Science Regents. We therefore failed to meet the established measure of 75% proficiency overall. District proficiency rates have not yet been made available, as such we are unable to report on the comparative measure.

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ADDITIONAL CONTEXT AND EVIDENCE

Our 5th grade performance in science is consistent with broader trends and widespread challenges in science education across the state. While district data has not yet been made available we were within 10% of the state average proficiency rating for students in grade 5. We are unable to appropriately compare the performance of our 8th graders on the Earth Science Regents as there is no available comparison. With that said, we recognize the need to significantly improve science proficiency among our students, and we are committed to addressing this challenge with a multifaceted approach.

ACTION PLAN

Our strategy to improve proficiency in science will include strengthening vertical alignment in science curriculum, enhancing teacher professional development in STEM education, and increasing access to hands-on, inquiry-based learning opportunities that better engage students in scientific concepts.

We will increase opportunities for targeted intervention for students who need additional support. By using regular formative assessments and data tracking, we can identify students who are falling behind and offer tailored support to address specific gaps in understanding. This may include additional instructional time, differentiated instruction, and the use of blended learning models to deepen understanding of complex scientific concepts.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered exam(s) in all four categories. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	61	18	39	91%
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The high school science measures are not applicable to LION, given the issuance of exemptions to students in the 2020 cohort.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The high school science measures are not applicable to LION, given the issuance of exemptions to students in the 2020 cohort.

ACTION PLAN

We recognize the need to continually track and monitor our students’ ability to demonstrate proficiency in science. We will continue to carefully consider the vertical and horizontal alignment of our curriculum and course offerings. We will provide ongoing professional development for teachers focused on effective instructional strategies aligned with state standards, ensuring that they are equipped to deliver rigorous and engaging science content. Additionally, we plan to implement more targeted interventions for students who are struggling with key scientific skills and use data to closely track progress throughout the academic year.

GOAL 6: SOCIAL STUDIES

LION students will demonstrate competency in the understanding and application of important ideas from history and the social sciences

BACKGROUND

Our High School Social Studies curriculum begins with Pre-AP Global I, followed by Prep-AP Global II or AP World History: Modern, United States History or AP United State History, and concludes Civics & Economics. We also offer a variety of electives in global history and AP African American Studies. We have applied for the Seal of Civic Readiness for the 2024-25 school year.

Social Studies Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	61	28	31	94%
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

Social Studies Measure 2 - Comparative

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by completing their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	75	0	58	77%

Social Studies Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE SOCIAL STUDIES GOAL

LION met the only applicable measure aligned to the social studies goal in that 77% of students in the accountability cohort demonstrated proficiency on the global studies Regents by their 4th year in the cohort.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	N/A

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Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	MET
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

77% percent of the graduating cohort demonstrated proficiency on the Global History Regents exam. While we are unable to report on additional metrics due to exemptions, we remain confident in our ability to continue meeting and surpassing this accountability measure. Our consistent performance in Social Studies, evidenced by our track record of exceeding the measures for both Global History and U.S. History Regents exams, reinforces our confidence in maintaining this standard moving forward.

ACTION PLAN

Continued implementation of our curricular and instructional program will ensure that students are building critical thinking and analytical skills necessary for success in both Regents and AP assessments. Through the use of Pre-AP assessments, we will continue to gather real-time data that enables teachers to monitor progress and adjust instruction accordingly. Additionally, our application for the Seal of Civic Readiness will provide students with further opportunities to demonstrate mastery of social studies standards. By connecting students with community-based organizations, this initiative extends learning beyond the classroom, fostering civic engagement and a deeper understanding of social issues. These comprehensive efforts ensure that our students are prepared not only for Regents exams but for success in real-world applications of their knowledge.

GOAL 7: 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 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](#).

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Good Standing
2023-24	<i>*Pending Data</i>

ADDITIONAL CONTEXT AND EVIDENCE

LION Charter School has been in good standing for each year of the current charter term.