Application: LEADERS IN OUR NEIGHBORHOOD CHARTER SCHOOL

Leslie Rich - lrich@lioncharterschool.org
2024-2025 Annual Report

Summary

ID: 0000000191
Status: Annual Report Submission
Last submitted: Oct 28 2025 03:53 PM (EDT)

Entry 1 – School Information and Cover Page

Completed - Aug 1 2025

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the Annual Report Portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2024-2025 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2025)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

Leaders In Our Neighborhood Charter School

b. Unofficial or Popular School Name

LION Charter School

c. CHARTER AUTHORIZER (As of June 30th, 2025)

Please select the correct authorizer as of June 30, 2025 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. District/CSD of Location

New York City Community School District # 8

e. Date of Approved Initial Charter

Jan 10 2006

f. Date School First Opened for Instruction

Aug 28 2006

g. Approved School Mission

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

N/A - SUNY Authorized

h. Approved Key Design Elements

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

N/A - SUNY Authorized

i. School Website Address

https://lioncharterschool.org/

j. Authorized Charter Enrollment for 2024-2025 School Year

960

k. Actual Enrollment on June 30, 2025, Excluding Pre-K Program Enrollment

946

l. Grades Served

Grades served during the 2024-2025 school year (exclude Pre-K program students):

Responses Selected:

Kindergarten
1
2
3
4
5
6
7
8
9
10
11
12

m. Charter Management Organization/Educational Management Organization

Do you have a Charter Management Organization?

No

FACILITIES INFORMATION

n. FACILITIES: Owned, rented, or leased to educate students

Will the school maintain or operate multiple sites in 2025-2026?

	Yes, 2 sites

School Site 1 (Primary)

n1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2024-2025 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2025-2026 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	730 Bryant Avenue, 4th Floor Bronx, NY 10474	(718) 991-5500	New York City Community School District # 8	K-8	K-8	

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Celia Sosa	Chief Executive Officer	718-991-5500		csosa@lionchart erschool.org
Operational Leader	Leslie Rich	Chief Financial Officer	718-991-5500		lrich@lioncharter school.org
Compliance Contact	Leslie Rich	Chief Financial Officer	718-991-5500		lrich@lioncharter school.org
Complaint Contact	Celia Sosa	Chief Executive Officer	718-991-5500		csosa@lionchart erschool.org
DASA Coordinator	Celia Sosa	Chief Executive Officer	718-991-5500		csosa@lionchart erschool.org
Phone Contact for After Hours Emergencies	Celia Sosa	Chief Executive Officer	718-991-5500		csosa@lionchart erschool.org

n1b. Is site 1 in public space or in private space?

Public Space

n1c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Co-Located with a District School

n1d. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1		No		No		Yes

School Site 2

n2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2024-2025 School Year (K-5, 6-9, etc.)	Grades to Be Served at Site for 2025-2026 School Year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	830 Hunts Point Avenue Bronx, MY 10474	(718) 991-5500	New York City Community School District # 8	9-12	9-12	No

n2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Celia Sosa	Chief Executive Officer	718-991-5500		csosa@lionchart erschool.org
Operational Leader	Leslie Rich	Chief Financial Officer	718-991-5500		lrich@lioncharter school.org
Compliance Contact	Leslie Rich	Chief Financial Officer	718-991-5500		lrich@lioncharter school.org
Complaint Contact	Celia Sosa	Chief Executive Officer	718-991-5500		csosa@lionchart erschool.org
DASA Coordinator	Celia Sosa	Chief Executive Officer	718-991-5500		csosa@lionchart erschool.org
Phone Contact for After Hours Emergencies	Celia Sosa	Chief Executive Officer	718-991-5500		csosa@lionchart erschool.org

n2b. Is site 2 in public space or in private space?

Private Space

n2c. Is site 2 in a co-located or not in a co-located facility?

Responses Selected:

No Co-Located

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

n2e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2025.

Fire inspection certificates must be updated annually. For the upcoming school year 2025-2026, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 1, 2025 submission of the Annual Report and the November 3 Annual Report submission, please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 3, 2025.

Site 2 Certificate of Occupancy (COO)

Certificate of Occupancy.pdf

Filename: Certificate of Occupancy.pdf **Size:** 78.7 kB

Site 2 Fire Inspection Report

This is required, marked optional for administrative purposes.

830 Hunts Point FDNY Permit Expiration Date 07.01.2026.pdf

Filename: 830 Hunts Point FDNY Permit Expiration Date 07.01.2026.pdf **Size:** 306.0 kB

o. List of owned, rented, or leased facilities <u>not used</u> to educate students and the purpose of each.

Separate by semi-colon (;)

1) 1231 Lafayette Avenue, Bank Note Building 4th Floor, Bronx, NY 10474 - Used for administrative office for finance/development/student recruitment/marketing

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p1. Total Number of School Calendar Days

180

p2. Total Number of Anticipated Hours of Instruction by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

July 2025	0
August 2025	0
September 2025	99
October 2025	102
November 2025	87
December 2025	92
January 2026	101
February 2026	79
March 2026	115
April 2026	81
May 2026	109
June 2026	99

CHARTER REVISIONS DURING THE 2024-2025 SCHOOL YEAR

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2024, including updates to the school's board of trustees' by-laws, enrollment policy, discipline policy, or complaint policy.

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2024?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2024-2025 Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Leslie Rich
Position	Chief Financial Officer
Phone/Extension	718-991-5500
Email	lrich@lioncharterschool.org

s. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, this will constitute grounds for the revocation of our charter.

Click YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the NYSED CSO Fingerprint Clearance Oct 2019 Memo. Click YES to agree.

Responses Selected:

Yes

Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

[redacted]

Date

Jul 30 2025

Thank you. 

Entry 2 – Links to Critical Documents on School Website

Completed - Aug 1 2025

Instructions

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. All documents must be readily found on the school's website and publicly accessible. Please insert the link to the page on the school's website where each document can be accessed. **DO NOT provide a direct link to a Google document.**

1. Current Annual Report (i.e., 2024-2025 Annual Report);[1]
2. Board meeting notices, agendas, and documents, including board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.[2] Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.
4. Authorizer-approved DASA Policy and Authorizer-approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building-level safety plan (as per the July 2023 Emergency Response Plan Memo – Charter Schools Only);

6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records (e.g., see NYSED Subject Matter List)

[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., repost when financials have been submitted in November.)

[2] SRC data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: LEADERS IN OUR NEIGHBORHOOD CHARTER SCHOOL

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-Approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items. All links must be readily found on the school's website.

New York State Report Card

Emergency Response Plan Memo

NYSED Subject Matter List

	Link to Documents
1. Current Annual Report (i.e., 2024-2025 Annual Report)	https://board.lioncharterschool.org/?_gl=1%2As3p98g%2A_ga%2AMjAxNjM5OTg1MS4xNzM4NjE4Mjgy%2A_ga_198X8SV00Q%2AczE3NTIwMDA5MDckbzIxJGcxJHQxNzUyMDAwOTEzJGo1NCRsMCRoMA..#annual-reports
2. Board meeting notices, agendas, and documents, including board meeting minutes	https://board.lioncharterschool.org/?_gl=1%2As3p98g%2A_ga%2AMjAxNjM5OTg1MS4xNzM4NjE4Mjgy%2A_ga_198X8SV00Q%2AczE3NTIwMDA5MDckbzIxJGcxJHQxNzUyMDAwOTEzJGo1NCRsMCRoMA..#meeting-materials
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	https://lioncharterschool.org/notices/
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	

5. District-wide safety plan, not a building level safety plan (as per the July 2023 Emergency Response Plan Memo)	https://lioncharterschool.org/wp-content/uploads/2024/08/LION-Safety-Plan-District-Wide-2024-25.docx.pdf
6. Authorizer-approved FOIL Policy	https://lioncharterschool.org/notices/
7. Subject matter list of FOIL records (e.g., see NYSED Subject Matter List)	https://lioncharterschool.org/notices/

It is the school's responsibility to ensure that if a policy appears in more than one place on the website, including as part of the family handbook, that the policy versions are consistent and up to date.

Responses Selected:

Yes, the website has been reviewed to ensure that policies are consistent and up to date.

Thank you. 

Entry 3 – Board of Trustees Membership Table

Completed - Aug 1 2025

Instructions

Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 3 – Board of Trustees Membership Table

1. **SUNY-AUTHORIZED** charter schools are required to provide information for VOTING trustees only.
2. **REGENTS, NYCDOE**, and **BUFFALO BOE-AUTHORIZED** charter schools are required to provide information for all VOTING and NON-VOTING trustees.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2024-2025 Board Member Information (Enter info for each BOT member)

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation(s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2024-2025
1	Dumont, Deborah	[redacted]	Trustee/ Member	Executive, Education, Facilities	Yes	2	10/1/2024	9/30/2027	5 or less
2	Fixler, Herb		Treasurer	Finance/ Audit/Investment, Nominating	Yes	2	7/23/2023	7/22/2026	10
3	Jarmul, Ruth		Trustee/ Member	Marketing/PR/Advertising, Development, Executive	Yes	3	2/1/2023	1/31/2026	11
4	Jessup, Catherine		Trustee/ Member	Finance/ Audit/Investment, Facilities, Development	Yes	0	8/27/2024	6/30/2027	8
5	Medler, Julie		Trustee/ Member	Finance/ Audit/Investment, Education, Development	Yes	0	12/4/2023	12/3/2026	11
6	Ober, Nicholas		Secretary	Human Resourc	Yes	1	5/1/2024	4/30/2027	11

		[redacted]		es, Facilities, Nominating, Marketing/PR/Advertising					
7	Rojas, Talal	[redacted]	Trustee/ Member	Human Resources, Marketing/PR/Advertising, Facilities	Yes	0	8/27/2024	6/30/2027	9
8	Santos, Rosann	[redacted]	Trustee/ Member	Human Resources, Marketing/PR/Advertising, Development	Yes	0	1/7/2025	1/6/2028	5 or less
9	Schatsky, David	[redacted]	Trustee/ Member	Finance/ Audit/Investment, Education, Executive, Nominating	Yes	1	3/1/2025	2/29/2028	11

1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Board Member Information

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation(s)	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2024-2025
10	Stoupas, Tony	[redacted]	Chair	Executive, Education, Nominating, Human Resources, Finance/Audit/Investment, Marketing/PR/Advertising, Facilities, Development	Yes	3	2/1/2023	1/31/2026	12
11	Sturtevant, Thomas		Trustee/Member	Education	Yes	1	5/25/2024	03/25/2025	9
12									
13									
14									
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. Number of board meetings conducted in 2024-2025

12

3. Number of board meetings scheduled for the 2025-2026 school year

12

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

- SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
- REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total number of Voting Members on June 30, 2025	11
b. Total number of Voting Members added during the 2024-2025 school year	3
c. Total number of Voting Members who left the board during 2024-2025 school year	1
d. Total Maximum Number of Voting Members in 2024-2025, as set by the board in by-laws, resolution, or minutes	9
e. Board members attending 8 or fewer meetings during 2024-2025	3

Thank you.

Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2025

Instructions

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2024-2025 school year must complete and sign a Trustee Disclosure of Financial Interest Form due **no later than 11:59 PM on August 1, 2025**. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2024-2025 school year completes the form.**

Charter schools MUST submit the latest version of the form. Forms completed from past years will not be accepted.

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

FY25 Board COI

Filename: FY25_Board_COI.pdf **Size:** 12.9 MB

Entry 6 – Enrollment & Retention

Completed - Aug 1 2025

Instructions

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2024-2025 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2025-2026.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2024-2025	Describe Recruitment Plans in 2025-2026
Students with Disabilities	LION has seen an increase in the number of students with disabilities at our school in recent years and in the number of prospective families who are asking about special education services. Last year, we connected prospective families with our Director of Special Education and Directors of Student Support both before and after the application process to ensure their questions were answered. We also asked current families with positive experiences to share their stories with others in the community.	We will continue to connect families with special education leadership in advance of the application process and ensure they can have their questions answered. We will highlight positive experiences and examples of how students with disabilities experience their time at LION and how they are supported by our program and staff. We will also host information sessions for prospective families with the Director of Special Education and Directors of Family Support.
English Language Learners	All of LION's recruitment materials were provided in English and Spanish, which remains are highest percentage language other than English spoken by current and prospective families. We prioritized having Spanish-speaking staff present at canvassing events and at all of our on-site events. We intentionally partnered with preschools who value the plurilingualism of our shared community, as we do.	LION will continue to provide all of our recruitment materials in English and Spanish. Each year we ask our preschool partners for the langagues spoken in their community and will provide flyers and applications in those languages. We have noticed that French is a growing need in our neighborhood preschool community. We will continue to partner with preschools, like the Puerto Rican Family Institute, who value their multilingual families.
Economically Disadvantaged	LION Charter School is located in zip code 10474 in CSD 8. LION actively recruits students from the following zip codes: 10474, 10459, 10472, 10473, 10451, 10454, 10455, 10456, 10460. All of these areas serve a high percentage of economically disadvantaged students. LION makes every effort to attract proportionate or higher	LION's recruitment plans for 2025-2026 include beginning our recruitment efforts in October as we did last year, continuing our partnerships with Niche and Schola, maintaining and continuing to cultivate strong relationships with area preschools, and building on this year's 20th anniversary to launch a new set of email, text, and

	percentages of economonically disadvantaged students in comparison to the zip codes from which we recruit. We have formed deep relationships with a list of preschools throughout those areas, to which we added the Puerto Rican Family Institute two years ago and East Side Houses this past year. We also had a strong digital presence, in large part due to our partnerships with Niche and Schola and our participation in a pilot recruitment program with three other charter schools in the South Bronx through the New York Charter Schools Association.	social media campaigns. All of our preschool partners exist in geographic locations with a high percentage of economically disadvantaged students. Our digital campaigns also focus on targeting these areas. We continue to offer Zoom-based information sessions and in-person open houses multiple times a year (at least 3 per division).

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2024-2025	Describe Retention Plans in 2025-2026
Students with Disabilities	We have remained consistent, retaining 90% of our students with disabilities. The array of direct services for students with disabilities that LION provides includes: counseling, direct, push-in and indirect Special Education Teacher Support Services (SETTS), and Integrated Collaborative Teaching (ICT) provided by a robust staff of guidance counselors and special education teachers. The school contracts with outside agencies to provide Speech and Language Therapy, Occupational Therapy, Physical Therapy, and paraprofessionals, as needed per IEP mandates through the related service transmittal process with the CSE. Additional supports, as outlined in IEPs, are provided on a student-by-student basis. Our ICT practices remain strong across all grades, and our middle and high school divisions have worked over several years to increase student participation in the IEP process.	We will continue to grow the leadership of our Directors of Student Support, who oversee special education on the divisional level and are in turn coached by our Director of Special Education. Development of the relationship between special and general education teachers remains a professional development focus to foster true collaboration. Additionally, LION continues to foster a student-centered approach to working with all students, including students with disabilities, and to support middle and high school students to be active participants in their IEP process.
English Language Learners	We have remained consistent, retaining 90% of our multlingual learners. Families report that they feel safe and welcome at our school and that we are able to support their students' academic growth. We have seen particular success supporting students who are new to the country to thrive academically and pursue their post-secondary goals, as many of our	We understand the concerns of some of our families during the current climate. We offer access to resources as they become available to us. We will continue to offer accessible materials and events to all families so they can support their students through their learning process and character journey. All of our family programming occurs in English and Spanish, and we will

	commencement speeches highlighted this year.	add other language interpretation as needed.
Economically Disadvantaged	LION retained 86% of our economically disadvantaged students in 2024-2025, which was the same as our overall retention rate. Our largest loss was in 9th grade, which led to early retention efforts for the 2025-2026 9th grade class. In addition to increasing enrichment opportunities for students across all grades and strengthening our academic program, we placed an emphasis on the transition from 8th to 9th grade, connecting 8th graders with high school representatives to share about their experience at LION High School during lunch and hosting events at our high school to welcome rising 9th graders. To date, we have retained 12 more 9th graders for the 2025-2026 school year than we did for the 2024-2025 school year. Our graduation rates for all subgroups continue to exceed district, city, and state. The Class of 2025 had the highest graduation rate to date, 96%.	LION is committed to equity and the right of every student to a high-quality education. We continue to improve and increase both academic and enrichment offerings each year and refine our instruction to support students of all subgroups. We have active Family Councils at each division level and will continue to hold a quarterly Family Forum with our CEO. Our families know that they matter to us and are a deep, integral part of our school community.

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Aug 1 2025

Instructions

Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools MUST ensure that all prospective employees[1] receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers**. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee.

Please note that all schools should maintain an electronic or hard copy of the clearance certification pulled from TEACH and dated PRIOR to the employee's start date. Clearance certifications pulled from TEACH at a later date will show that the staff member was cleared as of that date and may result in a finding of clearance violations against the school.

[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers**. See NYSED memorandum dated October 1, 2019 at NYSED CSO Employee Clearance and Fingerprint Memo or visit the NYSED website at Who Must Be Fingerprinted Charts for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at NYSED CSO Employee Clearance and Fingerprint Memo.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 9 – School Calendar

Completed - Aug 1 2025

Instructions

Required of ALL Charter Schools

Charter schools must upload a final 2025-2026 calendar into the portal **no later than 11:59 PM on August 1, 2025**.

School calendars must meet the minimum instructional requirements as required of other public schools "… *unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are also required to submit **school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month**. **Schools must use a calendar format and ensure there is a monthly tally of instructional days**.

Charter schools serving elementary and secondary levels may submit one combined calendar showing instructional hours and days for all building levels OR separate calendars uploaded as one PDF. *Note that school calendars will also provide evidence of alignment for schools with extended days/years referenced in their mission statements or key design elements.*

See below for an example of a calendar showing the requested information.

Sample Calendar:

LION-Family-Calendar-25-26

Filename: LION-Family-Calendar-25-26.pdf **Size:** 173.7 kB

Entry 11 – Progress Toward Goals (SUNY-Authorized Charter Schools ONLY)

Completed - Oct 28 2025

Instructions

SUNY-Authorized Charter Schools ONLY - Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at Accountability Plan Progress Report. After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal **and** into the SUNY Epicenter document management system **no later than 11:59 PM on September 15, 2025**.

PLEASE NOTE: This is a required task for SUNY-authorized charter schools. It is marked optional for administrative purposes only.

2024-2025 Accountability Plan Progress Report

Filename: df4c61b3d4ea4803a4ea3a964144ea63.pdf **Size:** 690.0 kB

Entry 11 – Progress Toward Goals (Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Incomplete

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2025**.

Schools must complete the "Goals" tables as provided in the tables below OR upload the most current action plan that includes progress made toward the attainment of goals during the 2024-2025 school year.

PLEASE NOTE: This is a required task for Regents, NYCDOE, and Buffalo BOE-authorized charter schools. It is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the school's most current action plan that includes progress made toward the attainment of academic, organization, and financial goals during the 2024-2025 school year.

Please select the method by which you will provide your school's information:

No Responses Selected

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 3, 2025.

---

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE-authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 3, 2025.**

2. ORGANIZATION GOALS

2024-2025 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

3. FINANCIAL GOALS

2024-2025 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

Thank you.

Entry 12 – Audited Financial Statements

Completed - Oct 28 2025

Required of ALL Charter Schools

ALL charter schools must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 3, 2025.** The statements, the independent auditor's report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

ALL SUNY-authorized charter schools must also enter the financial statements and upload related documents in PDF format into the SUNY Compass system **no later than 11:59 PM on November 3, 2025**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

LION Charter School YB FST with Mgmt Ltr

Filename: b89e3f3564bc45548014ecd0d1b08d89.pdf **Size:** 419.7 kB

Entry 13 – Fiscal Year 2025-2026 Budget

Incomplete

SUNY-authorized charter schools are required to use Compass to complete and submit the Annual Budget and the Budget Narrative Questionnaire **no later than 11:59 PM on November 3, 2025**.

Regents, NYCDOE, and Buffalo BOE-authorized charter schools are required to download the budget template from the portal or the Annual Reports webpage and complete it. Upload the completed template **no later than 11:59 PM on November 3, 2025**. The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

Optional Additional Documents to Upload (BOR)

Incomplete

SUNY Charter Schools Institute
The State University of New York

2025 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee For the school year ended June 30, 2025

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Leaders In Our Neighborhood Charter School
Name of trustee (print):	Deborah Dumont
Position(s) on board, if any (e.g., chair, [redacted]):	Chair of the Education Committee

[redacted]

Questions		
1)	Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
	1*a*) Description of the position:	
	1*b*) Salary:	
	1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

[redacted]

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2025 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee For the school year ended June 30, 2025

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Leaders In Our Neighborhood Charter School
Name of trustee (print):	Herbert B. Fixler
Position(s) on board, if any (e.g., chair, [redacted]	Nominating Committee Chair

[redacted]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ◉ No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

[redacted]

his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2025 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee For the school year ended June 30, 2025

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Leaders in Our Neighborhood (LION) Charter School
Name of trustee (print):	Ruth Jarmul
Position(s) on board, if any (e.g., chair,	

[redacted]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ● No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

[redacted]

his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2025 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee For the school year ended June 30, 2025

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Leaders in our Neighborhood Charter School
Name of trustee (print):	Catherine Jessup
Position(s) on board, if any (e.g., chair,	Facilities committee chair

[redacted]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ☒ No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

[redacted]

SUNY Charter Schools Institute
The State University of New York

2025 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee For the school year ended June 30, 2025

Education Corporation, Trustee Name and Position(s)

Name of education corporation:	LION Charter School
Name of trustee (print):	Julie Medler
Position(s) on board, if any (e.g., chair,	Finance Committee Chair

[redacted]

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ◉ No

1*a*) Description of the position:

1*b*) Salary:

1*c*) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

[redacted]

SUNY Charter Schools Institute
The State University of New York

2025 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee For the school year ended June 30, 2025

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Leaders In Our Neighborhood Charter School
Name of trustee (print):	Deborah Dumont
Position(s) on board, if any (e.g., chair, [redacted]):	Chair of the Education Committee

[redacted]

Questions		
1)	Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ○ No
	1*a*) Description of the position:	
	1*b*) Salary:	
	1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

[redacted]

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2025 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee For the school year ended June 30, 2025

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Leaders In Our Neighborhood Charter School
Name of trustee (print):	Deborah Dumont
Position(s) on board, if any (e.g., chair, [redacted]):	Chair of the Education Committee

[redacted]

Questions		
1)	Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ○ No
	1*a*) Description of the position:	
	1*b*) Salary:	
	1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

[redacted]

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2025 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee For the school year ended June 30, 2025

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Leaders In Our Neighborhood Charter School
Name of trustee (print):	Deborah Dumont
Position(s) on board, if any (e.g., chair, [redacted]):	Chair of the Education Committee

[redacted]

Questions		
1)	Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ○ No
	1*a*) Description of the position:	
	1*b*) Salary:	
	1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

[redacted]

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2025 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee For the school year ended June 30, 2025

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Leaders In Our Neighborhood Charter School
Name of trustee (print):	Deborah Dumont
Position(s) on board, if any (e.g., chair, [redacted]):	Chair of the Education Committee

[redacted]

Questions		
1)	Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ○ No
	1*a*) Description of the position:	
	1*b*) Salary:	
	1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

[redacted]

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2025 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee For the school year ended June 30, 2025

Education Corporation, Trustee Name and Position(s)

Name of education corporation: LEADERS IN OUR NEIGHBORHOOD (LION)

Name of trustee (print): TONY STOUPAS

Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): CHAIR

[redacted]

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ☒ No

1*a*) Description of the position:

1*b*) Salary:

1*c*) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

[redacted]

his or her knowledge.

LION CHARTER SCHOOL — LEADERS IN OUR NEIGHBORHOOD

September 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2	First Day of School, Half Day
September 13	Fall Family Day
September 23&24	Rosh Hashanah, No School
September 29	CEO Family Forum
October 2	Yom Kippur, No School
October 8	Family Conferences, No School
October 13	Indigenous Peoples' Day, No School
October 20	Diwali, No School
October 31	Halloween, Half Day
November 4	Election Day, Remote Instruction
November 7	End of Quarter 1
November 11	Veterans' Day, No School
November 19	Family Night, Half Day
November 26 - 28	Thanksgiving Recess
December 15	CEO Family Forum
December 17	Family Conferences, No School
December 24 - January 2	Winter Recess
January 19	Rev. Dr. Martin Luther King Jr. Day
January 26	End of Quarter 2
February 16 - 20	Midwinter Recess
February 25	Family Night, Half Day
March 11	Family Conferences, No School
March 20	Eid al-Fitr, No School
March 23	CEO Family Forum
April 2 - 10	Spring Recess
April 23	End of Quarter 3
April 25	Spring Family Day - 20th Celebration
May 20	Family Conferences, No School
May 25	Memorial Day, No School
May 27	Eid al-Adha, No School
June 15	CEO Family Forum
June 19	Juneteenth, No School
June 26	Last Day of School, Half Day

February 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Regents & AP Exams

January 20 - 23	Regents Exams
May 4 - 15	AP Exams
June 9	ELA & Algebra II Regents
June 10	Chemistry & Physics Regents
June 17 - 26	Regents Exams

3-8 State Exams

May 5 & 6	Math State Exams
May 7	5th Grade Science State Exam
May 8	Math & Science Make Up Day
May 12 & 13	ELA State Exams
May 14	ELA Exam Make Up Day

Graduations & Other Ceremonies

June 25	Kindergarten Stepping Up
June 25	3rd Grade Stepping Up
June 26	8th Grade Graduation
June 26	Senior Baccalaureate
June 27	High School Graduation

School Closed
Early Release
Family Event

Remote Day
End of the Quarter
Half Day for Students, Family Event

Family Conferences, No School

Leaders In Our Neighborhood Charter School

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 10, 2025

By Celia Sosa, Chief Executive Officer

730 Bryant Ave, Bronx, NY

718-991-5500

Celia Sosa, Chief Executive Officer, prepared this 2024-25 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
Herb Fixler	Treasurer	Finance/Audit/Investment, Nominating
Ruth Jarmul		Marketing/PR/Advertising, Development, Executive
Deborah Dumont		Executive, Education, Facilities
David Schatsky		Finance/Audit/Investment, Education, Executive, Nominating
Julie Medler		Finance/Audit/Investment, Education, Development
Talal Rojas		Human Resources, Marketing/PR/Advertising, Facilities
Rosann Santos		Human Resources, Marketing/PR/Advertising, Development
Catherine Jessup		Finance/Audit/Investment, Facilities, Development

Celia Sosa has served as Chief Executive Officer since July 1, 2021.
Leslie Rich has served as Chief Financial Officer since July 1, 2025.
Miatta Massaley has served as Elementary School Principal (grades K-3) since July 1st, 2023.
Ada Garcia has served as Middle School Principal (grades 4-8) since July 1, 2021.
Matthew Hittenmark has served as High School Principal (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.
Tara Edwards has served as Director of Human Resources since October 2, 2023
Keveney McCrillis has served as Director of Communications & Strategic Projects since September 2, 2024

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

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

LION's graduation and college readiness rates, strong student and staff retention, and outcomes for special populations are evidence that we continue to serve our students 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	0.1%
Asian	0.5%
Asian/Pacific Islander	0.5%

White	0.6%
Students with Disabilities	23%
Multilingual Learners	21%
Temporary Housing	15%

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
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
2024-25	53	77	76	74	74	74	70	77	76	76	79	69	68	943

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 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024-25 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 9th 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
2022-23	2019-20	2019	66	0	70
2023-24	2020-21	2020	76	1	75
2024-25	2021-22	2021	69	2	69

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 year they first enter the 9th grade at any school. The 2021 Total Cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 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 home schooling 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 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30th 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)
2022-23	2019-20	2019	66	4	70
2023-24	2020-21	2020	75	0	75
2024-25	2021-22	2021	68	1	69

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30th 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)
2022-23	2018-19	2018	3	8	11
2023-24	2019-20	2019	1	1	2
2024-25	2020-21	2020	7	1	8

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 2021 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS Day) in the 2024-25 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.ny_sed.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 2024-25

Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
2023	74	87%
2024	76	78%

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 through at least 2021-22, some second-year cohorts may 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 2025, the 2023 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)
2021	2022-23	71	77%
2022	2023-24	78	79%
2023	2024-25	76	59%

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 specific graduation requirements appear in this document above the graduation goal.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years[1]

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2019	2022-23	70	63	90%
2020	2023-24	75	67	89%
2021	2024-45	69	65	94%

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
2018	2022-23	61	51	84%
2019	2023-24	70	65	93%
2020	2024-25	75	72	96%

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 District[2]

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2019	2022-23	70	63	90%	1704	74%
2020	2023-24	75	66	89%	1636	73%
2021	2024-25	69	65	94%	*1636**	*73%**

**Data not released on data.nysed. gov yet.*

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.

[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 2023-24 results as a temporary placeholder for the district's 2024-25 results.

Percentage of the 2021 Graduation Cohort Pathway Students Demonstrating Success by Exam Type[3]

Pathway Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)] *100
Humanities Pathway Exams			
Global History	67	63	94%
US History	66	55	83%
STEM Pathway Exams			
Earth Science	2	1	50%
Living Environment	69	65	94%
NG Life Science Biology	1	0	0%
Chemistry	61	15	25%
Physics	43	1	2%
Common Core Algebra	67	59	88%
NG Algebra I	9	5	56%
Common Core Geometry	62	29	47%
NG Geometry	5	0	0%
Common Core Algebra II	62	32	52%
World Language Assessment Pathway Exams			
World Language-Spanish	62	52	84%
Total	69	65	94%

[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 cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

Pathway	Total Graduation Cohort	Count of pathway obtained	Percent pathway obtained	Count singular pathway used	Percent singular pathway used
Advanced Regents*	69	13	19%		
Humanities Pathway	69	51	74%	37	54%
STEM Pathway	69	27	39%	1	1.4%
Language Pathway	69	40	58%	9	13%
CDOS Pathway	69	0	0%	0	0%
New York State Seal of Civic Readiness	69	59	86%	5	7%
Total Pathway	69	65	94%	52	75%

Pathway Exam Passing Rate
by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2019	2022-23	N/A	N/A
2020	2023-24	N/A	N/A
2021	2024-25	69	94%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

LION met or exceeded all but one of the high school graduation measures. Students in the first (2024) and second (2023) year cohorts exceeded the leading credit accumulation indicator. We did not meet the requirement for students in 2023 to pass three Regents exams.

Our four-year high school graduation rate is 94% and continues to exceed the graduation rate expectation. 75% of students opted for one or more graduation pathways. Following the release of district graduation rates for the 2024-2025 school year, we are confident we will be able to report that we continue to exceed CSD 8, which was at 73% in 2023-2024.

We are steadfast in our commitment to ensuring that students at LION successfully graduate high school. 96% of students in the fifth-year graduation cohort graduated. Three of the remaining four students in the 2021 cohort are on track to earn a High School Equivalency diploma or attend 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.	YES
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.	NO
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	YES
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.	YES

ACTION PLAN

LION has partnered with 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. The LION team will continue to carefully monitor student progress against accountability measures and ensure that students have multiple pathways toward graduation that align to their postsecondary goals.

As a NYSED PLAN Pilot school, we are focused on collaboratively developing our performance-based learning program. In year two of the program, humanities teachers will receive ongoing professional development from the NYSED contracted technical assistance center. We are also partnering with Modern Learners to further develop our performance-based assessments and ensure alignment to the new NYS portrait of a graduate. We are focused on ensuring a seamless transition to the new core competencies.

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, The College Action Consortium of New York, New York State Association for College Admissions Counseling, National Association for College Admissions Counseling, National College Access Network, 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 post-secondary opportunities.

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 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator[4]

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	50	37	74%
Passing a college-level course offered at a college or university through a school partnership with a college or university	25	25	100%
Achieving the college and career readiness benchmark on SAT	64	3	5%
Earning a Regents diploma with advanced designation (Advanced Regents Diploma)	65	13	20%
Seal of Civic Readiness	63	57	90%
Overall	**65**	**61**	**94%**

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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.

[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.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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 Year[5]

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2019	2022-23	65	57	88%
2020	2023-24	72	57	79%
2021	2024-25	65	56	86%*

SUMMARY OF THE COLLEGE PREPARATION GOAL

LION's College Access Program seeks to ensure all students are prepared for post-secondary success. 79% of the 2020 cohort was set to matriculate into a college or university following graduation from LION during the 2023-2024 graduation year, updated dated has not yet been received from the National Student Clearinghouse. 86% of the 2021 cohort graduates are on track for college matriculation this fall. With adding additional measure such as the Seal of Civic Readiness, 94% of the 2021 cohort demonstrated college readiness.

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.	YES
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 2024-25 and provide preliminary matriculation data for 2021 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.

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

EVALUATION OF THE COLLEGE PREPARATION GOAL

LION met the college preparation measures we are able to report progress against.

ACTION PLAN

We will continue to expand enrollment in Advanced Placement courses and ensure that our teachers are trained to instruct at a collegiate level. Our goal is that all students in the 2022 and 2023 cohorts will be enrolled in AP Seminar, increasing access to advanced coursework.

We are excited to continue developing as a PLAN Pilot school, aligning learning standards with the NYS Portrait of a Graduate.

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

At LION elementary school (grades K-3), we implemented a data-driven approach to reading where teachers assessed each student individually in order to understand where students were excelling and struggling as readers. From there we implemented Guided Reading which is small group reading instruction where the teachers crafted lessons and picked texts that met the students where they were and filled gaps in order to progress their reading accuracy, fluency, and comprehension. Additionally, we introduced Close Reading in grades two and three which exposed students to reading and comprehending dense texts and responding to multiple types of questions about it.

In 2024–25, LION middle school (grades 4–8) implemented the Reading Reconsidered curriculum, a novels-based program emphasizing historical fiction, complex text analysis, and evidence-based writing. Students engaged in FASE reading—Fluent, Accountable, Social, and Expressive—to strengthen purposeful oral reading, alongside instruction in text-dependent questioning, vocabulary development through Frayer mapping, and a schoolwide writing initiative that explicitly modeled and taught short and extended evidence-based responses. Assessment included curriculum-based measures, i-Ready diagnostics, quarterly benchmarks that resembled the NYS assessments, with results used to guide whole-class instruction, targeted interventions, and individual conferences. Professional development included coaching from a Solved literacy consultant for leaders and teachers, intensive curriculum training for one teacher per grade who turned keyed learning to peers, and leadership training in routines to strengthen a culture for learning and ensure consistent instructional practices.

LION 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 Language Arts elective courses for 11th and 12th grade.

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 and SAT Exams. In addition to these standardized tests, students' complete performance-based assessments in several 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.

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.

2024-25 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	71	0	4	0	0	0	0	76
4	62	0	10	0	0	0	0	72
5	61	0	10	0	0	0	0	71
6	68	0	5	0	0	0	0	73
7	65	0	12	0	0	0	0	77
8	73	0	6	2	0	0	0	81
All	400	0	47	2	0	0	0	450

Performance on 2024-25 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year[6]						
Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	71	36	51%	61	31	51%
4	62	22	35%	59	22	37%
5	61	24	39%	56	21	38%
6	68	31	46%	54	25	46%
7	65	33	51%	55	27	49%
8	73	34	47%	67	31	46%
All	400	180	45%	352	157	45%

ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. 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. [6]

English Language Arts 2024-25 Performance Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
400	21.50	33.50	32.50	12.50

$$PI = 0 * [21.50]_{Level\ 1} + 1 * [33.50]_{Level\ 2} + 2 * [32.50]_{Level\ 3} + 2.5 * [12.50]_{Level\ 4} = 129.75$$

[6] You can find the statewide MIP goals for 2022-23 to 2026-27 here

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.[7]

2024-25 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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	51%	61	46%	1397
4	37%	59	47%	1488
5	38%	56	47%	1546
6	46%	54	37%	1486
7	49%	55	41%	1566
8	46%	67	43%	1570
All	45%	352	44	9053

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

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

timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.[8]

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	100.0	427.0	436.2	-0.93
4	94.8	425.0	438.2	-1.22
5	100.0	433.0	435.2	-0.22
6	90.7	431.0	437.7	-0.70
7	96.2	438.0	442.6	-0.48
8	96.2	443.0	443.0	0.00
All	96.3	432.9	438.9	-0.59

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 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.[9]

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 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 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.

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

[9] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	36.3	50.0
5	50.6	50.0
6	50.5	50.0
7	55.2	50.0
8	53.0	50.0
All	48.9	50.0

SUMMARY OF THE ELA GOAL

Type	Measure	Outcome Met
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.	NO
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.	YES
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.	YES
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.	NO
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.	NO

EVALUATION OF ELA GOAL

In 2024-2025, LION's overall ELA proficiency rate for grades 3–8 was 45%, reflecting a 19-point year-over-year gain compared to an 8-point gain in CSD 8. While we did not meet the absolute measure requiring 75% or more of students enrolled in their second year to demonstrate proficiency, we outperformed the district overall. Several grades exceeded district performance by notable margins, including grade 3 (51% vs. 46%), grade 6 (46% vs. 37%), grade 7 (51% vs. 41%), and grade 8 (47% vs. 43%). Fourth and fifth grade students, while not yet outperforming the district, showed significant growth—this year's 4th graders entered with only 10% proficiency in ELA, and 5th graders began the year at 16% based on their prior year's performance, yet both cohorts improved over the course of the year. Importantly, all grade levels increased proficiency rates from the prior year reflecting the strengthening of the school's academic program and its impact across all grades. Our average yea -over-year cohort growth across grades 3-8 was 21%. Across all tested grades, the percentage of students

scoring at Level 1—the furthest from proficiency—declined dramatically from 2023–24 to 2024–25. In the prior year, Level 1 rates stood at 60% (grade 3), 55% (grade 4), 46% (grade 5), 50% (grade 6), 43% (grade 7), and 30% (grade 8). In 2024–25, those figures dropped to 18%, 16%, 38%, 24%, 23%, and 12% respectively. This reduction is significant because it increases the proportion of students now performing at Level 2 or higher—closer to the proficiency threshold—thereby expanding the pool of students positioned to make the final leap to Levels 3 and 4 in future years. These shifts demonstrate that our instructional program is not only raising proficiency rates but also systematically moving more students into performance bands that make proficiency attainable. Finally, our performance index (PI) in ELA was 129.75, exceeding the state's 2024–25 Measure of Interim Progress (MIP) target of 117.3 by 12.45 points.

ADDITIONAL CONTEXT AND EVIDENCE

While LION achieved notable year-over-year gains in ELA proficiency across all grades, we recognize areas that require continued attention, particularly in grades 4 and 5. In both grades, nearly every teacher taught ELA for the first time, creating a need for intensive instructional support and curriculum familiarization. To address this, we implemented a tiered coaching model in which the principal coached instructional leaders, leaders coached teachers, and teachers, in turn, coached students. In our middle school division, every instructional leader supported instruction at some point during the year. However, unlike last year—when leaders often assumed full classroom responsibility—we ensured balance by teaching, modeling, and developing teachers simultaneously, thereby protecting instructional continuity. By mid-year, following the transition of an academic dean, the principal stepped in to directly coach teachers herself to sustain momentum and maintain a high standard of instruction.

The shift to novels and historical fiction provided critical background knowledge, relevance, and engagement—sparking meaningful discussion and investment from students. The marked drop in Level 1 performance across all grades further signals that more students are now within reach of proficiency. These results highlight the importance of sustained, high-quality coaching and K–8 curriculum alignment to continue accelerating growth, especially in grades 4 and 5.

ELA ACTION PLAN

For the 2025-2026 school year, LION elementary school will focus on expanding its use of research backed, Science of Reading aligned curriculum. In grades K-2, we will implement the Success for All curriculum for phonics and ELA. This curriculum includes numerous data points in which to group the students for instruction based on their current knowledge. Additionally, the elementary school will expand its use of Close Reading in grades 2 and 3 using the Red Thread curriculum which teaches students how to unpack complex texts and answer all types of questions about those texts. In third grade, we will continue to use Guided Reading to ensure that we understand each individual student's reading skills and so that we can intervene at their present level to ensure students become grade level proficient readers.

In 2025-2026, LION middle school will deepen its literacy-focused instructional program through continued use of Reading Reconsidered, extending its high-leverage strategies—FASE reading, text-dependent questioning, and vocabulary mapping—into math, science, and social studies for an interdisciplinary approach. Our literacy framework will guide this work, supported by student portfolios to track mastery of priority standards and a new data dashboard for real-time progress monitoring.

We will continue implementing our MTSS plan using i-Ready to address all tiers of literacy, including phonics interventions for older students. Targeted external instructional coaching will accelerate growth for new teachers and those still developing. All instructional leaders have received the same culture for learning training to ensure a shared language around engagement and expectations.

A key focus will be capacity building in 4th and 5th grade ELA, ensuring new teachers receive the support needed to sustain growth, while maintaining K–8 curriculum alignment so gains in early grades prepare students for middle school rigor. High-quality professional development, leadership coaching, and consistent cross-curricular literacy practices will ensure all students make measurable and meaningful gains in ELA.

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.[10]

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

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort[11]

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)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	75	0	26	35%
2021	2024-25	69	0	34	49%

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**.

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)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	75	0	58	77%
2021	2024-25	69	0	60	87%

[11] 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.

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	N/A	N/A	10%	1704
2020	35%	75	30%	1636
2021	49%	69	*30%**	*1636**

**Data not released on data.nysed. gov yet.*

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e.

scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	N/A	N/A	25%	1704
2020	77%	75	62%	1636
2021	87%	69	62%*	1636*

**Data not released on [data.nysed. gov](data.nysed.gov) yet.*

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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 8th 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)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

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 8th 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)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

LION did not meet the ELA Regents Passing absolute measure of 65% of the graduating cohort scoring at or above performance level 4 on the Regents Exam in English Language Arts. 49% of the graduating cohort met a level 4.

LION met the ELA Regents Passing absolute measure of 80% of the graduating cohort scoring at or above performance level 3 on the Regents Exam in English Language Arts. 87% of the graduating cohort demonstrated proficiency on the ELA Regents.

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.	NO
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.	YES
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.	*Pending Data*
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.	*Pending Data*
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 8th 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 8th 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

87% 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 Common Core Regents Exam in English Language Arts) by the completion of their fourth year in the cohort which exceeds the 80% measure. 49% of high school accountability cohort students met or exceeded Common Core expectations (currently scoring at or above Performance Level 4 on the Common Core Regents Exam in English Language Arts), 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 internally created Regents-aligned formative and summative assessments. By focusing on early identification of students at risk, we will tailor instructional strategies to meet students' needs. New Visions will enhance our advising, data-driven instructional planning, and our ability to monitor student progress. Portal will also support tracking student progress against ELA accountability measures and establish a real-time data dashboard for leaders.

All 9th and 10th-grade students who have yet to score a level 4 on the Common Core ELA exam will continue to 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's elementary school division (grades K-3) used Bridges in Mathematics this year for our curriculum. During our math lessons there was a heavy emphasis on children learning through exploration and collaboration. Students were strategically paired together in order to help them understand mathematical concepts. In addition to Bridges, we re-introduced Number Stories which allowed students to engage with word problems that were connected to everyday life. This allowed students to come up with their own strategies on how to solve the problem and share those strategies with their peers.

The elementary school also focused heavily on intervention in all grades. Using assessment tools like standards-based weekly quizzes and i-Ready diagnostic tests, we were able to tailor our intervention block to include stations-based teaching where students were grouped based on their needs and instructed intentionally around any gaps that were identified.

LION's middle school division (grades 4-8) utilizes Bridges in Mathematics for grades 4–5, Into Math from Houghton Mifflin Harcourt (HMH) for grades 6–7, and CMP4 for grade 8 Algebra I. Eighth-grade students do not take the NYS 3–8 math assessment; instead, they complete the Algebra Regents as their culminating exam.

Our instructional approach emphasizes hands-on, exploratory learning—students engage with concrete models, manipulatives, and real-world problem-solving before formal explanations are introduced. This fosters conceptual understanding and mathematical reasoning. During intervention periods, students are grouped by performance level, allowing teachers to address misconceptions, unpack challenging concepts, and extend learning for those ready for enrichment.

For intervention and enrichment, students use i-Ready—including the diagnostic, MyPath, and teacher-created lessons—to target specific skill needs. Throughout the year, students receive early and ongoing exposure to standardized test-style questions, with explicit attention to both solving problems correctly and understanding why answers are correct or incorrect. This integrated model of conceptual exploration, targeted intervention, and assessment-aligned practice ensures students are both prepared for state and Regents-level assessments and equipped with the skills to apply mathematics in authentic contexts.

Our high school mathematics curriculum begins with Pre-AP Algebra I, followed by New Visions Geometry, and Pre -AP Algebra II. Students who demonstrate proficiency on the Algebra I Regents begin 9th grade in Pre-AP Geometry. We also offer a Computer Science, AP Computer Science Principles, and Financial Literacy course as an alternative or supplementary math course for 11th and 12th-grade students. We partner with Lehman College for additional advanced mathematics coursework in Pre-Calculus and Advanced Algebra II.

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 based on state assessments including 3-8 assessments, Regents assessments and AP exams to provide accurate and actionable data on student performance and progress.

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.

2024-25 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	71	0	4	0	0	0	0	0	76
4	61	0	11	0	0	0	0	0	72
5	61	0	10	0	0	0	0	0	71
6	69	0	4	0	0	0	0	0	73
7	64	0	13	0	0	0	0	0	77
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	81	81
All	326		42						450

Performance on 2024-25 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	72	46	65%	61	40	66%
4	61	37	61%	58	36	62%
5	61	26	43%	56	23	41%
6	69	31	45%	55	26	47%
7	64	39	61%	53	33	62%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	326	179	55%	283	158	56%

Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI

value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
326	15.95	29.14	37.12	17.79

$$PI = 0 * [15.95]_{Level\ 1} + 1 * [29.14]_{Level\ 2} + 2 * [37.12]_{Level\ 3} + 2.5 * [17.79]_{Level\ 4} = 147.85$$

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.

2024-25 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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	66%	61	54%	1451
4	62%	58	51%	1514
5	41%	56	46%	1573
6	47%	55	40%	1534
7	62%	53	44%	1592
8	N/A	N/A	39%	1431
All	56%	283	46%	9095

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 2024-25 analysis is not yet available. This report contains 2023-24 results.[12]

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	100.0	447.0	442.8	0.31
4	94.8	435.0	446.0	-0.70
5	100.0	448.0	439.6	0.62
6	90.7	454.0	442.7	0.83
7	96.2	452.0	446.4	0.42
8	N/A	N/A	N/A	N/A
All	96.3	447.1	443.6	0.28

Math Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.[13]

[12] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

[13] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 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.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	36.6	50.0
5	62.7	50.0
6	70.9	50.0
7	57.1	50.0
8	N/A	50.0
All	56.6	50.0

SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome Met
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.	NO
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.	YES
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.	YES
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.	NO
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.	YES

EVALUATION OF THE MATHEMATICS GOAL

In 2024–25, LION's overall math proficiency rate for grades 3–8 was 55%, reflecting a 10-point year-over-year gain compared to a 4-point gain in CSD 8. While we did not meet the absolute measure of 75% or more of students enrolled in their second year demonstrating proficiency, we outperformed the district overall by 9 percentage points. Several grades exceeded district performance by notable margins, including grade 3 (65% vs. 54%), grade 4 (61% vs. 51%), grade 6 (45% vs. 40%), and grade 7 (61% vs. 44%). Grade 5, while trailing the district slightly (43% vs. 46%), showed improvement from the prior year. Although not directly comparable to the NYS 3–8 math assessment, 8th grade students achieved a 75% pass rate on the Algebra I Regents, demonstrating strong readiness for high school–level mathematics.

Across all tested grades, the percentage of students scoring at Level 1—the furthest from proficiency—declined notably from 2023–24 to 2024–25. In the prior year, Level 1 rates stood at 14% (grade 3), 46% (grade 4), 25% (grade 5), 23% (grade 6), and 20% (grade 7). In 2024–25, those figures dropped to 6%, 13%, 26%, 25%, and 11% respectively, with the overall Level 1 rate falling from 26% to 16%. This reduction is significant because it increases the proportion of students now performing at Level 2 or higher—closer to the proficiency threshold—thereby expanding the pool of students positioned to make the final leap to Levels 3 and 4 in future years.

Finally, our mathematics performance index (PI) was 147.85, exceeding the state's 2024–25 Measure of Interim Progress (MIP) target of 119.4 by 28.45 points. This achievement reflects not only higher proficiency rates but also steady progress in moving students into higher performance bands, reinforcing the strength of our math program.

ADDITIONAL CONTEXT AND EVIDENCE

While LION saw significant year-over-year gains in math proficiency, we recognized key areas that require continued attention. Our current 5th grade cohort entered at a disadvantage, having completed both kindergarten and first grade remotely during the COVID-19 pandemic. This cohort has historically performed below peers due to early foundational gaps, but steady improvement over time reflects their gradual catch-up trajectory. Between 2023–24 and 2024–25, the percentage of 5th grade students scoring at Level 1 remained relatively flat (25% to 26%), signaling the need for more intensive targeted interventions to move these students into higher performance bands.

In 6th grade, performance did not reach our target levels, in part due to the departure of two highly effective teachers from the prior year—educators who had driven substantial growth in 2023–24. Their replacements included a first-year teacher, who, while showing commitment and potential, required significant modeling and coaching from the academic dean to develop instructional capacity. Level 1 rates for this cohort remained high at 25% in 2024–25, compared to 23% the prior year, underscoring the need for greater instructional consistency and targeted skill remediation.

These results highlight the importance of re-evaluating our approach to number sense for students who enter with foundational skill gaps, as well as the need to tighten Tier 3 math interventions. For 2025–26, we plan to refine small-group structures, expand targeted supports during intervention periods, and strengthen progress monitoring to ensure these students receive the intensity of instruction necessary to accelerate their growth.

MATHEMATICS ACTION PLAN

For the 2025-2026 school year, LION Elementary School will continue to use Bridges to Mathematics for core math instruction. To add to what we have done in previous years, we will also add in spiral review lessons as a supplement to the math curriculum to ensure students retain content as it is taught throughout the year. We will expand our use of Number Stories to allow students the opportunity to connect mathematical concepts to the real world. We will also continue to use the i-Ready diagnostic four times throughout the year to group students and implement data-driven intervention periods at least twice per week.

In 2025–26, LION middle school will strengthen mathematics instruction by rolling out a formal Multi-Tiered System of Supports (MTSS) with a clear plan for both Tier 2 and Tier 3 math interventions. This will include targeted small-group instruction for students just below proficiency and intensive, individualized support for those with significant foundational gaps, particularly in number sense.

We will continue and refine practices proven to be highly effective:

- Hands-on, exploratory learning where students engage with problems before formal explanations are introduced.
- Intervention periods to address misconceptions, fill gaps, and extend learning.
- Early and ongoing exposure to standardized test-style questions with a focus on both problem-solving and understanding why answers are correct or incorrect.
- Strategic use of i-Ready diagnostics, MyPath, and teacher-created lessons to personalize learning.

Data-driven instruction will be strengthened through the rollout of a data dashboard to track mastery of priority standards in real time, enabling timely instructional adjustments. To build instructional capacity, we will invest in a math coach from Solved Consulting, who will work closely with the academic dean to drive instructional improvement in grades 4 and 5—ensuring these foundational years establish strong mathematical reasoning and skills. Through these efforts, LION will target accelerated growth for students with the greatest needs while maintaining the instructional strengths and consistent monitoring systems that have driven recent gains.

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)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	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.

Percent Scoring at Least Level 3 on a Regents Mathematics 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)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	N/A	N/A	4%	1704
2020	N/A	N/A	3%	1636
2021	N/A	N/A	*3%**	*1636**

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on ELA Regents Exam
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	N/A	N/A	4%	1704
2020	N/A	N/A	14%	1636
2021	N/A	N/A	N/A	N/A

High School Math Measure 6 - 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.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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 8th 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)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	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 Math 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 8th 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)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	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 2021 cohort. While we are unable to analyze our performance against these measures, given the issuance of exemptions per New York State guidelines.

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 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 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 8th 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 8th 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 on 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 grades K–7 and the New Visions Earth and Space Science curriculum in grade 8. Classroom instruction is grounded in the 5E model—engage, explore, explain, elaborate, and evaluate—providing students with hands-on experiences that build deep understanding of scientific concepts. The course sequence in grades K–7 follows a logical vertical progression, emphasizing disciplinary core ideas and crosscutting concepts across the life, physical, and earth sciences.

In grade 8, students are enrolled in Earth Science using the New Visions curriculum, which culminates in the Regents examination in lieu of the NYS 8th grade science test. This year marked the first administration of the updated Earth Science Regents under the new curriculum, providing students with a more inquiry-based, NGSS-aligned learning experience while maintaining rigorous preparation for Regents-level performance.

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. We also offer Computer Science and 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 and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	65	11	17%
8	N/A	N/A	N/A
All	65	11	17%

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.

2024-25 State Science Exam
Charter School and District Performance by Grade Level

	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	65	11	17%			
8	N/A	N/A	N/A			
All	65	11	17%			

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 proficiency on the New York State examination.	NO
Comparative	Each year, the percentage 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.	*Pending Data*

EVALUATION OF THE SCIENCE GOAL

In 2024–25, 17% of 5th grade students enrolled in at least their second year at LION demonstrated proficiency on the NYS science assessment. In grade 8, 23% of students in their second year at LION achieved proficiency on the Earth Science Regents, which was administered for the first time under the new New Visions Earth and Space Science curriculum. We therefore did not meet the established measure of 75% proficiency overall. District proficiency rates have not yet been released, and as such we are unable to report on the comparative measure at this time.

ADDITIONAL CONTEXT AND EVIDENCE

The 5th grade science results reflect the broader academic profile of this cohort, which entered with significant foundational gaps and continues to require substantial catch-up support. The Next Generation Science Standards assessment is dense and highly literacy-dependent, requiring students to engage in complex analysis and application well beyond basic recall of science concepts. Success on this exam demands strong reading comprehension, academic vocabulary, and evidence-based reasoning skills—areas where students still need targeted development. This year also brought a staffing change, with a new teacher leading the 5th grade science course, further underscoring the importance of ongoing coaching and curriculum support.

In Earth Science, 2024–25 was the first year using the New Visions Earth and Space Science curriculum and administering the updated Regents exam. We now have the benefit of the new exam's blueprint, which will allow us to backwards plan instruction more strategically, ensuring stronger alignment between daily learning activities, unit assessments, and Regents-level expectations.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	Earth Science	70	36	51%
8	2023-24	Earth Science	77	33	43%
8	2024-25	Earth & Space Science	79	18	23%

ACTION PLAN

In 2025–26, LION middle school will strengthen science instruction by integrating Reading Reconsidered literacy practices—including FASE reading, text-dependent questioning, and vocabulary mapping—into all science classes to support the literacy demands of the Next Generation Science Standards. We will ensure continuity of teaching assignments, maintaining the same teacher for 5th grade science to provide stability, deepen expertise, and strengthen year-to-year instructional planning. The Earth Science course will be revised using the blueprint from the new Regents exam, allowing us to backwards plan and align instruction to the skills, concepts, and formats most critical for success.

Additionally, the curriculum will be revised to spiral in essential 3rd and 4th grade science content, ensuring students master and retain the foundational knowledge necessary to be successful on the 5th grade science assessment. This spiraling will be paired with targeted interventions and practice assessments to monitor mastery over time.

These steps will ensure that students not only develop content knowledge, but also the literacy and analytical skills required to meet the demands of rigorous, standards-aligned science assessments.

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. The school administered exam(s) in all three 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)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	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.

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available district results.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	N/A	N/A	**57%**	**1704**
2010	N/A	N/A	15%*	1636*
2021	N/A	N/A	*15%**	*1636**

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 2021 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 2021 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, focusing on effective instructional strategies aligned with state standards, to ensure 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 track progress throughout the academic year closely.

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 States History, and concludes Civics & Economics. We also offer a variety of electives in global history. All students will begin preparing for the Seal of Civic Readiness starting in 9th grade.

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)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that

students may take Regents exams up through the summer of their fourth year, school presents the most recently available district results.

U.S. History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	N/A	N/A	3%	1704
2020	N/A	N/A	33%	1636
2021	69%	69	*33%**	*1636**

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 the completion of 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)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	75	0	58	77%
2021	2024-25	69	2	42	63%

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

Global History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	N/A	N/A	5%	1704
2020	77%	75	50%	1636
2021	61%	69	*50%**	*1636**

SUMMARY OF THE SOCIAL STUDIES GOAL

LION did not meet the Global History Regents Passing absolute measure as 61% of students in the accountability cohort demonstrated proficiency on the global studies Regents by their 4th year in the cohort. Students utilized the 4+1 pathway and the Civics pathway as alternative pathways to commencement.

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
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.	NO
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.	*Pending data*

Evaluation of the Social Studies Goal

61% percent of the graduating cohort demonstrated proficiency on the Global History Regents exam. While we are unable to report on additional measures due to USH exemptions, we remain confident in our ability to continue meeting this accountability measure. 90% of the graduating cohort earned the Seal of Civic Readiness this year. 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, and the implementation of the Seal of Civic Readiness, reinforce s our confidence in maintaining this standard moving forward.

Additional Context and Evidence

The 2021 graduating cohort utilized both the special appeal process and multiple pathways to graduation. 90% of the graduating cohort earned the Seal of Civic Readiness this year, and we are excited to continue engaging future cohorts in this distinguished process.

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
2022-23	Good Standing
2023-24	Good Standing
2024-25	*Pending Data**

ADDITIONAL CONTEXT AND EVIDENCE

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

Leaders In Our Neighborhood Charter School

Financial Statements

June 30, 2025 and 2024

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Independent Auditors' Report

Board of Trustees
Leaders In Our Neighborhood Charter School

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Leaders In Our Neighborhood Charter School (a nonprofit organization), which comprise the statements of financial position as of June 30, 2025 and 2024, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Leaders In Our Neighborhood Charter School as of June 30, 2025 and 2024, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Leaders In Our Neighborhood Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Leaders In Our Neighborhood Charter School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

PKF O'Connor Davies, LLP is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Leaders In Our Neighborhood Charter School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Leaders In Our Neighborhood Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated, October 24, 2025, on our consideration of Leaders In Our Neighborhood Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Leaders In Our Neighborhood Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Leaders In Our Neighborhood Charter School's internal control over financial reporting and compliance.

PKF O'Connor Davies, LLP

Harrison, New York
October 24, 2025

Leaders In Our Neighborhood Charter School

Statements of Financial Position

	June 30, 2025	June 30, 2024
ASSETS		
Current Assets		
Cash	$ 3,442,817	$ 1,217,416
Investments	6,714,564	5,755,541
Grants and contracts receivable	961,692	3,472,974
Prepaid expenses and other current assets	404,359	78,998
Total Current Assets	11,523,432	10,524,929
Property and equipment, net	9,707,799	9,924,663
Restricted cash	78,010	76,913
Interest rate swap asset	177,355	436,604
	$ 21,486,596	$ 20,963,109
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	$ 1,753,280	$ 1,842,499
Bonds payable, current portion	480,000	507,000
Total Current Liabilities	2,233,280	2,349,499
Bonds payable, net	10,789,067	11,284,518
Total Liabilities	13,022,347	13,634,017
Net Assets		
Without Donor Restrictions		
Undesignated	7,634,249	6,535,592
Board-designated	787,500	787,500
	8,421,749	7,323,092
With Donor Restrictions	42,500	6,000
Total Net Assets	8,464,249	7,329,092
	$ 21,486,596	$ 20,963,109

See notes to financial statements

Leaders In Our Neighborhood Charter School

Statement of Activities
Year Ended June 30, 2025

	Without Donor Restrictions	With Donor Restrictions	Total
OPERATING REVENUE			
State and local per pupil operating revenue	$ 20,774,246	$ -	$ 20,774,246
Federal grants	1,116,749	-	1,116,749
Federal E-Rate and IDEA	317,099	-	317,099
State and city grants	76,802	-	76,802
Contributions and grants	1,128,879	143,992	1,272,871
Net assets released from restrictions	107,492	(107,492)	-
Total Operating Revenue	23,521,267	36,500	23,557,767
OPERATING EXPENSES			
Program Services			
General education	16,768,801	-	16,768,801
Special education	1,769,532	-	1,769,532
Total Program Services	18,538,333	-	18,538,333
Supporting Services			
Management and general	3,789,207	-	3,789,207
Fundraising	268,217	-	268,217
Total Operating Expenses	22,595,757	-	22,595,757
Change in Net Assets Before Non-Operating Activities	925,510	36,500	962,010
NON-OPERATING ACTVITIES			
Investment and interest income	454,040	-	454,040
Loss on bad debts	(61,417)	-	(61,417)
Other income	39,773	-	39,773
Total Non-Operating Activities	432,396	-	432,396
Change in Net Assets Before Swap Agreement	1,357,906	36,500	1,394,406
Loss on swap agreement	(259,249)	-	(259,249)
Change in Net Assets	1,098,657	36,500	1,135,157
NET ASSETS			
Beginning of year	7,323,092	6,000	7,329,092
End of year	$ 8,421,749	$ 42,500	$ 8,464,249

See notes to financial statements

Leaders In Our Neighborhood Charter School

Statement of Activities
Year Ended June 30, 2024

	Without Donor Restrictions	With Donor Restrictions	Total
OPERATING REVENUE			
State and local per pupil operating revenue	$ 20,808,301	$ -	$ 20,808,301
Federal grants	2,313,649	-	2,313,649
Federal E-Rate and IDEA	416,022	-	416,022
State and city grants	61,735	-	61,735
Contributions and grants	604,257	6,000	610,257
Net assets released from restrictions	216,600	(216,600)	-
	24,420,564	(210,600)	24,209,964
OPERATING EXPENSES			
Program Services			
General education	17,510,733	-	17,510,733
Special education	1,766,215	-	1,766,215
Total Program Services	19,276,948	-	19,276,948
Supporting Services			
Management and general	3,884,198	-	3,884,198
Fundraising	402,297	-	402,297
Total Operating Expenses	23,563,443	-	23,563,443
Change in Net Assets Before Non-Operating Activities	857,121	(210,600)	646,521
NON-OPERATING ACTVITIES			
Investment and interest income	504,438	-	504,438
Loss on bad debts	(323,010)	-	(323,010)
Other income	37,919	-	37,919
Total Non-Operating Activities	219,347	-	219,347
Change in Net Assets Before Swap Agreement	1,076,468	(210,600)	865,868
Loss on swap agreement	(47,258)	-	(47,258)
Change in Net Assets	1,029,210	(210,600)	818,610
NET ASSETS			
Beginning of year	6,293,882	216,600	6,510,482
End of year	$ 7,323,092	$ 6,000	$ 7,329,092

See notes to financial statements

Leaders In Our Neighborhood Charter School

Statement of Functional Expenses
Year Ended June 30, 2025

	Program Services			Management and		
	General Education	Special Education	Total	General	Fundraising	Total
Personnel Services Costs						
Administrative staff personnel	$ -	$ -	$ -	$ 1,848,958	$ 172,988	$ 2,021,946
Instructional personnel	11,190,562	1,021,644	12,212,206	-	-	12,212,206
Total Personnel Services Costs	11,190,562	1,021,644	12,212,206	1,848,958	172,988	14,234,152
Fringe benefits and payroll taxes	2,597,159	233,472	2,830,631	422,534	39,532	3,292,697
Instructional supplies and equipment	395,582	108,105	503,687	-	-	503,687
Professional fees and dues	10,018	-	10,018	632,344	3,700	646,062
Instructional support	313,236	85,602	398,838	-	-	398,838
Professional development	270,623	-	270,623	44,227	2,171	317,021
Business insurance	166,042	18,320	184,362	41,996	2,593	228,951
Telephone	32,376	2,888	35,264	5,227	489	40,980
Repairs and maintenance	80,258	20,064	100,322	72,894	-	173,216
Printing and postage	17,025	4,653	21,678	40,238	-	61,916
Bank and payroll charges	152,513	13,763	166,276	91,724	1,773	259,773
Retreats, conferences and transportation	364,356	102,383	466,739	10,032	256	477,027
Marketing and recruitment	117,630	40,938	158,568	24,328	7,841	190,737
Technology supplies and services - non-classroom	50,408	13,775	64,183	364,003	2,498	430,684
Other administrative support	79,656	19,914	99,570	80,768	11,488	191,826
Office supplies	43,139	3,848	46,987	6,965	652	54,604
Rent	-	-	-	39,869	-	39,869
Other occupancy costs	189,763	51,858	241,621	-	-	241,621
Depreciation and amortization	317,950	28,305	346,255	51,207	4,788	402,250
Miscellaneous expenses	900	-	900	11,893	17,448	30,241
Interest expense	379,605	-	379,605	-	-	379,605
Total Expenses	$ 16,768,801	$ 1,769,532	$ 18,538,333	$ 3,789,207	$ 268,217	$ 22,595,757

See notes to the financial statements

Leaders In Our Neighborhood Charter School

Statement of Functional Expenses
Year Ended June 30, 2024

	Program Services			Management and General	Fundraising	Total
	General Education	Special Education	Total			
Personnel Services Costs						
Administrative staff personnel	$ -	$ -	$ -	$ 1,790,683	$ 264,096	$ 2,054,779
Instructional personnel	11,948,327	1,305,380	13,253,707	-	-	13,253,707
Total Personnel Services Costs	11,948,327	1,305,380	13,253,707	1,790,683	264,096	15,308,486
Fringe benefits and payroll taxes	2,851,223	317,507	3,168,730	522,299	101,711	3,792,740
Instructional supplies and equipment	442,643	55	442,698	-	-	442,698
Professional fees and dues	15,160	2,430	17,590	454,249	9,200	481,039
Instructional support	224,594	-	224,594	53,557	-	278,151
Professional development	124,118	-	124,118	68,635	-	192,753
Business insurance	77,020	32,794	109,814	95,145	1,533	206,492
Telephone	26,989	994	27,983	24,696	406	53,085
Repairs and maintenance	63,673	11,236	74,909	110,226	-	185,135
Printing and postage	17,510	903	18,413	42,099	214	60,726
Bank and payroll charges	168,827	18,169	186,996	94,989	3,365	285,350
Retreats, conferences and transportation	285,939	50,460	336,399	80,874	3,251	420,524
Marketing and recruitment	97,081	210	97,291	111,775	8,474	217,540
Technology supplies and services - non-classroom	48,109	5,684	53,793	254,103	230	308,126
Other administrative support	66,864	11,800	78,664	39,003	6,371	124,038
Office supplies	37,716	-	37,716	25,193	3,182	66,091
Rent	2,112	-	2,112	25,662	-	27,774
Other occupancy costs	173,172	-	173,172	50,342	-	223,514
Depreciation and amortization	437,661	8,593	446,254	34,425	264	480,943
Miscellaneous expenses	3,726	-	3,726	6,243	-	9,969
Interest expense	398,269	-	398,269	-	-	398,269
Total Expenses	$ 17,510,733	$ 1,766,215	$ 19,276,948	$ 3,884,198	$ 402,297	$ 23,563,443

See notes to the financial statements

Leaders In Our Neighborhood Charter School

Statements of Cash Flows

	Year Ended June 30,	
	2025	2024
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 1,135,157	$ 818,610
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	402,250	480,943
Amortization of debt issuance cost	27,549	26,814
Loss on bad debts	61,417	323,010
Net unrealized and realized gains on investments	(83,317)	(321,106)
Loss on swap agreement	259,249	47,258
Changes in operating assets and liabilities		
Grants and contracts receivable	2,511,282	(1,030,328)
Prepaid expenses and other current assets	(325,361)	535,681
Accounts payable and accrued expenses	(89,219)	339,826
Refundable advances	-	(5,096)
Net Cash from Operating Activities	3,899,007	1,215,612
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of investments	(977,656)	(2,048,856)
Proceeds from sales of investments	12,984	1,390,080
Purchases of property and equipment	(185,386)	(107,194)
Net Cash from Investing Activities	(1,150,058)	(765,970)
CASH FLOWS FROM FINANCING ACTIVITY		
Principal payments of bond payable	(522,451)	(492,000)
Net Cash from Financing Activity	(522,451)	(492,000)
Net Change in Cash and Restricted Cash	2,226,498	(42,358)
CASH AND RESTRICTED CASH		
Beginning of year	1,294,329	1,336,687
End of year	$ 3,520,827	$ 1,294,329
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Cash paid during the year for interest	$ 379,605	$ 398,269

See notes to financial statements

1. Organization and Tax Status

Leaders In Our Neighborhood Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated in July 2006 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on January 10, 2006 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York (the "Board of Regents"). During 2022, the Board of Regents extended the School's charter through June 30, 2028. The most recent charter renewal allows the School to serve grades K through 12. The School's mission is to develop the deeper character and unique potential of each student. The School unites parents, teachers and students in helping each student achieve their best academically as well as in sports, the arts and the community. The School provided education to approximately 946 students in kindergarten through twelfth grade during the 2024-2025 academic year.

The New York City Department of Education provides free lunches and transportation directly to some of the School's students. Such costs are not included in these financial statements. The School covers a portion of the cost of lunches for children not entitled to the free lunches.

Except for taxes that may be due for unrelated business income, the School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and from state and local income taxes under comparable laws.

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Net Asset Presentation

Resources for various purposes are classified for accounting and reporting purposes into net asset categories established according to nature and purpose as follows:

Net assets without donor restrictions - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees. Board designated net assets were established by the Board of Trustees to provide cash reserve for unseen operating expenses.

2. Summary of Significant Accounting Policies *(continued)*

Net Asset Presentation (continued)

Net assets with donor restrictions – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should it occur.

The following table provides a reconciliation of cash and restricted cash reported within the statements of financial position to the amounts presented in the statements of cash flows at June 30:

	2025	2024
Cash	$ 3,442,817	$ 1,217,416
Restricted Cash	78,010	76,913
	$ 3,520,827	$ 1,294,329

Fair Value Measurements

The School follows U.S. GAAP guidance on fair value measurements which defines fair value and establishes a fair value hierarchy organized into three levels based upon the input assumptions used in pricing assets. Level 1 inputs have the highest reliability and are related to assets with unadjusted quoted prices in active markets. Level 2 inputs relate to assets with other than quoted prices in active markets which may include quoted prices for similar assets or liabilities or other inputs which can be corroborated by observable market data. Level 3 inputs are unobservable inputs and are used to the extent that observable inputs do not exist.

Investment Valuation

Investments are stated at fair value.

Investment Income Recognition

Purchases and sales of securities are recorded on a trade date basis. Interest income is recorded on the accrual basis and dividends are recorded on the ex-dividend date. Realized and unrealized gains and losses are included in the determination of change in net assets.

2. Summary of Significant Accounting Policies *(continued)*

Property and Equipment

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of $5,000 and a useful life in excess of one year. Purchased property and equipment are recorded at cost at the date of acquisition. Maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case it is expensed as incurred.

Depreciation and amortization is recognized on the straight-line method over the estimated useful lives of such assets as follows:

Building	45 years
Building improvements	10 years
Furniture and equipment	5 years
Computers and software	3 years
Office equipment	5 years
Instructional assets	3 years

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2025 and 2024.

Refundable Advances

The School records certain government operating revenue and private grants related to a specific program as refundable advances until related services are performed, at which time they are recognized as revenue.

Revenue and Support

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as net assets with donor restrictions if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as net assets without donor restrictions. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

2. Summary of Significant Accounting Policies *(continued)*

Marketing and Recruitment

Marketing and recruitment costs are expensed as incurred. Marketing and recruitment costs for the years ended June 30, 2025 and 2024 amounted to $190,737 and $217,540.

Debt Issuance Costs

Debt issuance costs are reported on the statements of financial position as a direct deduction from the face amount of the debt. The debt issuance costs are being amortized over the term of the debt on a method that approximates the effective interest method. The School reflects amortization of debt issuance costs within interest expense. Unamortized debt issuance costs at June 30, 2025 and 2024 was $490,933 and $518,482.

Functional Expense Allocation

The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses such as personnel services costs and fringe benefits and payroll taxes have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other bases as determined by management of the School to be appropriate.

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2022.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 24, 2025.

3. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state and city entitlements and private grants. The School expects to collect these receivables within one year. Management has assessed the need for an allowance and has determined that such allowance is not necessary.

4. Investments and Assets Measured at Fair Value

Major categories of investments categorized by the fair value hierarchy are as follows at June 30:

	2025		
	Level I	Level II	Total
Money market funds	$ 3,495,497	$ -	$ 3,495,497
Corporate bonds	-	2,628,992	2,628,992
Equity	590,075	-	590,075
Interest rate swap agreement	-	177,355	177,355
	$ 4,085,572	$ 2,806,347	$ 6,891,919

	2024		
	Level I	Level II	Total
Money market funds	$ 3,099,990	$ -	$ 3,099,990
Corporate bonds	-	2,276,311	2,276,311
Equity	379,240	-	379,240
Interest rate swap agreement	-	436,604	436,604
	$ 3,479,230	$ 2,712,915	$ 6,192,145

5. Property and Equipment

Property and equipment consisted of the following at June 30:

	2025	2024
Land	$ 1,750,000	$ 1,750,000
Building	9,110,280	9,110,280
Building improvements	539,194	513,779
Furniture and equipment	633,732	601,007
Computers and software	2,554,418	2,427,508
Office equipment	417,141	416,805
Instructional assets	635,194	635,194
	15,639,959	15,454,573
Accumulated depreciation and amortization	(5,932,160)	(5,529,910)
	$ 9,707,799	$ 9,924,663

6. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30:

	2025	2024
Cash	$ 3,442,817	$ 1,217,416
Investments	6,714,564	5,755,541
Grants and contracts receivable	961,692	3,472,974
	11,119,073	10,445,931
Less Board designated net assets	(787,500)	(787,500)
Less Donor restricted net assets	(42,500)	(6,000)
	$ 10,289,073	$ 9,652,431

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in liquid instruments until it is required for operational use. At June 30, 2025 and 2024, the Board of Trustees has designated $787,500 of net assets without donor restrictions that could be drawn upon through board resolution and can be made available for current operations, unbudgeted expenses and unanticipated loss in funding. In the event of unanticipated liquidity need, the School could draw down upon investments to cover any temporary shortfall in funding. The School will continue to rely on funding received from the New York City Department of Education to cover its future operating costs (see Note 9).

7. Employee Benefit Plan

The School maintains a defined contribution pension plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School provided matching contributions up to 5% of annual compensation. Employer match for the years ended June 30, 2025 and 2024 amounted to $462,831 and $495,723.

8. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. Investments are maintained at a broker which insures the balance up to $500,000 with Securities Investor Protection Corporation insurance ("SIPC"). The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. At June 30, 2025 and 2024, approximately $3,044,000 and $815,000 of cash was maintained with an institution in excess of FDIC limits. At June 30, 2025 and 2024, approximately $6,215,000 and $5,256,000 of investments were maintained with an institution in excess of SIPC limits.

9. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2025 and 2024, the School received approximately 86% and 84% of total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

10. Bonds Payable

On December 15, 2017, the School entered into an agreement with Build NYC. Under the terms of the agreement, Build NYC has issued Series 2017 Bonds. The School received proceeds of $15,250,000, net of bond issuance costs of $555,716. The proceeds of the Bond were used to finance the acquisition by the School of its high school facility. These bonds are payable in annual installments beginning January 1, 2018 through December 1, 2042. The Series 2017 Bonds were privately placed and not part of a public offering and is subject to certain covenants. The Series 2017 Bonds bear a fixed interest rate of 1.639% plus a floating rate at the Secured Overnight Financing Rate ("SOFR") 0.6501%. The bonds are secured by the high school facility included in the statements of financial position under property and equipment. At June 30, 2025 and 2024, the School was in compliance with all financial covenants.

Future minimum debt service payments are as follows:

2026	$ 523,000
2027	538,000
2028	553,000
2029	572,000
2030	588,000
Thereafter	9,029,000
Total	11,803,000
Less unamortized debt issuance costs	(490,933)
	$ 11,312,067

In connection with the issuance of the Series 2017 Bonds, the School entered into an interest rate swap agreement to mitigate the risk of increases in interest rates associated with the Series 2017 Bonds. Under the terms of the agreement, the School pays a synthetic fixed rate of 2.889%, determined at inception, and received 65% times a one-month SOFR plus a credit spread of 1.25%.

11. Commitments

The School operates under a Facility Shared Use Agreement (the "Agreement") with the New York City Department of Education for dedicated and shared space at 730 Bryant Avenue, Bronx, New York. The Agreement commenced on July 1, 2006 at a cost of $1. The School is not responsible for rent, utilities, custodial services, maintenance and school safety services. The value of space and related utilities and services cannot be established, and therefore is not recorded in the financial statements. The School is responsible for any overtime-related costs for services provided beyond the regular operating hours. Rent expenses incurred for leased space at 1231 Lafayette Ave, Bronx NY 10474 for administrative staff for the years ended June 30, 2025 and 2024 amounted to approximately $28,000 for each year.

12. Contingency

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

From time to time and in the ordinary course of business, the School may be subject to various claims, charges, and litigation. In the opinion of management, final judgments from such pending claims, charges, and litigations, if any, against the School would not have a material adverse effect on the School's financial position, results of operations or cash flows.

*****

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

Independent Auditors' Report

Board of Trustees
Leaders in Our Neighborhood Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Leaders in Our Neighborhood Charter School (the "School") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 24, 2025.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this report is not suitable for any other purpose.

PKF O'Connor Davies, LLP

Harrison, New York
October 24, 2025

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Board of Trustees
Leaders in our Neighborhood Charter School

Auditors' Communication on Internal Control

In planning and performing our audit of the consolidated financial statements of Leaders in our Neighborhood Charter School (the "School") as of and for the year ended June 30, 2025, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's consolidated financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

This communication is intended solely for the information and use of management, the Audit Committee, the Board of Trustees, federal and local awarding agencies, The Charter School Institute of the State University of New York, The State Education Department of the State University of New York, and others within the School, and is not intended to be and should not be used by anyone other than these specified parties.

We would like to take this opportunity to acknowledge the courtesy and assistance extended to us by the personnel of the School during the course of our audit.

PKF O'Connor Davies, LLP

Harrison, New York
October 24, 2025

PKF O'Connor Davies, LLP is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms.

FDNY

FIRE DEPARTMENT PERMIT (SITE-SPECIFIC)

DO 6		**ACCOUNT NO.** 36348803
ISSUE DATE 04/26/2025	**EXPIRATION DATE** 07/01/2026	**CONTROL #** 363488030250420
PREMISES ADDRESS 830 HUNTS POINT AVENUE BRONX NY 10474		
BLOCK/LOT 02762/0007	**BIN #** 2124444	**ZIPCODE** 10474
ADMIN CO. E094	**BATTALION** 3	**DIVISION** 6
ISSUED TO **CORPORATION NAME** LEADERS IN OUR NEIGHBORHOOD CHARTER SCHOOL **DBA** **HOURS OF OPERATION** **PHONE #** (347)376-5668		

PERMIT DESCRIPTION

QTY	TYPE/DESCRIPTION	DETAILS	FLOOR NO.
004	AC/REFRIG < 5 H.P. ROOF/CEIL		0
008	AC/REFRIG>5HP AND/OR ROOF/CEIL		0

COMMENTS 1-16HP MCQUAY W/4 COMP 1-15HP MCQUAY W/4 COMP 1-4.5HP MCQUAY W/2 COMP 2-3HP MISTUBISHI W/1 COMP RF

This permit authorizes the above-referenced owner to manufacture, store, handle, use, transport or sell a hazardous or combustible material and/or conduct an operation or maintain a facility regulated by the New York City Fire Code, as specified above, at the premises set forth above, subject to the strict observance of the Fire Code and other laws, rules, and regulations enacted for the protection of the public. This permit is not transferable to any other person, firm or corporation and shall remain in effect for the period specified unless suspended or revoked by the fire department prior to expiration

BY ORDER OF THE FIRE COMMISSIONER

New York City Fire Code Section FC105.3.5 requires that permits be posted in a conspicuous location on the premises at all times and be readily available for inspection by any representative of the Department.

Fire Department, City of New York
9 MetroTech Center, Brooklyn New York 11201-3857

LEADERS IN OUR NEIGHBORHOOD CHARTER SCHOOL

830 HUNTS POINT AVENUE
BRONX, NY 10474

FIRE DEPARTMENT - CITY OF NEW YORK
PLACE OF ASSEMBLY PERMIT

DO # 37	**ACCOUNT NO.** 32248072

ISSUE DATE	**EXPIRATION DATE** 07/01/2026	**CONTROL #** 322480720245238
PREMISES ADDRESS 830 HUNTS POINT AVENUE BRONX NY 10474		**BOROUGH** BRONX
BLOCK/LOT 02762/0007	**BIN #** 2124444	**ZIPCODE** 10474

ISSUED TO

HYDE LEADERSHIP CHARTER

830 HUNTS POINT AVE
BRONX, NY 10474-5406

CERTIFICATE OF OPERATION #	TYPE/DESCRIPTION	FLOOR NO.	NO. OF PERSONS
220062982	GYM/PHYS CULTURAL ESTBLMT	ORF	86
220062973	LECTURE HALL OR CLASS RM	GRD	421
220062973	GYM/PHYS CULTURAL ESTBLMT	GRD	246
220062973	CAFETERIA/LOUNGE	GRD	246

This permit authorizes use and occupancy of the above premises as place(s) of assembly subject to the strict observance of the New York City Fire Code and other laws, rules and regulations enacted for the protection of the public in such occupancy. This permit shall remain in effect for the period specified unless revoked by the Fire Department prior to expiration.

BY ORDER OF THE FIRE COMMISSIONER

THE NEW YORK CITY FIRE CODE(FC105.3.5) REQUIRES THAT PERMITS BE POSTED IN A CONSPICUOUS LOCATION ON THE PREMISES AT ALL TIMES AND BE READILY AVAILABLE FOR INSPECTION BY ANY REPRESNTATIVE OF THE DEPARTMENT.APPROVED SEATING PLANS MUST BE AVAILABLE AT THE PREMISES AT ALL TIME FOR INSPECTION BY THE FIRE DEPARTMENT.

HYDE LEADERSHIP CHARTER

830 HUNTS POINT AVE
BRONX, NY 10474-5406

NYC Buildings

Certificate of Occupancy

CO Number: 220044422F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.

Borough:	Bronx	Block Number:	02762	Certificate Type:	Final
Address:	830 HUNTS POINT AVENUE	Lot Number(s):	7	Effective Date:	09/28/2011
Building Identification Number (BIN):	2810639	Building Type:	New		

This building is subject to this Building Code: 2008 Code

For zoning lot metes & bounds, please see BISWeb.

B.

Construction classification:	2-B	(2008 Code)	
Building Occupancy Group classification:	E	(2008 Code)	
Multiple Dwelling Law Classification:	None		
No. of stories: 3	Height in feet: 60		No. of dwelling units: 0

C. Fire Protection Equipment:
Standpipe system, Fire alarm system, Sprinkler system

D. Type and number of open spaces:
None associated with this filing.

E. This Certificate is issued with the following legal limitations:
None

Borough Comments: None

Borough Commissioner

Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

NYC Buildings

Certificate of Occupancy

CO Number: 220044422F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From	To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL		8	300	E		3	BOILER ROOM, STORAGE, FIRE PUMP ROOM, MACHINE ROOM, GAS METERS
002	002	237	50	E B		3	CLASSROOMS, OFFICES, STORAGE
003	003	236	50	E B		3	CLASSROOMS, OFFICES AND STORAGE
ROF		86	50	A-3		3	PLAY AREA
ROF			50	E		3	ELEVATOR BULKHEAD, STAIR BULKHEAD
GN D		120	50	E B A-3		3	CLASSROOMS, OFFICES, LIBRARY, WEIGHT ROOM, SECURITY AND STORAGE
GN D		421	50	A-3		3	LECTURE HALL
GN D		246	50	A-3		3	CAFETERIA
GN D		246	50	A-3		3	GYMNASIUM

ZONING EXHIBITS I AND III HAVE BEEN FILED WITH THE CITY REGISTERS OFFICE UNDER #: 2010000159910

END OF SECTION

Borough Commissioner

Commissioner