

**HYDE LEADERSHIP  
CHARTER SCHOOL  
RENEWAL REPORT**

**DECEMBER 2010**

# Part 1: Executive Summary

## **School Overview and History:**

Hyde Leadership Charter School is a K-12 school serving approximately 725 students from kindergarten through grade 4, and grade 6 through grade 10 in the 2010-2011 school year.<sup>1</sup> The school opened in 2006 with students in kindergarten and grade 6. It has plans to grow to serve students kindergarten through grade 12.<sup>2</sup> Hyde Leadership is currently co-located in MS 424 in District 8.<sup>3</sup> The student body includes 8.3% English language learners and 14.2% special education students.<sup>4</sup>

Hyde Leadership Charter School has consistently had more demand than available seats, and currently has a waitlist of 409 students. The school earned a C on its progress report in 2009-2010, an A in 2008-2009, and a B in 2007-2008. The school has not yet received any progress reports for its high school students. The average attendance rate for the school year 2009 - 2010 was 95.3%.<sup>5</sup> The school is in good standing with state and federal accountability.<sup>6</sup> Over 90% of the students are eligible for free or reduced lunch.<sup>7</sup>

## **Renewal Review Process Overview:**

The NYC DOE Charter Schools Office (CSO) conducted a thorough review of this school's Retrospective Renewal Report; annual reporting documents; surveys, student achievement data; and state, local and federal accountability metrics as well as a detailed audit of the school's finances, operations and governance practices. In addition, the CSO conducted a detailed site visit on the following dates: October 5 and 6, 2010.

The following experts participated in the review of this school:

- Nancy Meakem, Director of Evaluation, Charter Schools Office, NYC DOE
- Aquila Haynes, Director of Community Engagement, Charter Schools Office, NYC DOE
- Anyeli Matos, Associate Director of Operations, Charter Schools Office, NYC DOE
- Jaclyn Lee, Director, Office of Portfolio Planning, NYC DOE
- Jordanna Birnbaum, Intern, Charter Schools Office, NYC DOE
- Fred Lisker, Office of Special Education, NYC DOE

## **Renewal Recommendation:**

NYC DOE CSO recommends that the State Board of Regents approve the application for renewal of the Hyde Leadership Charter School for a period of five years consistent with the terms of the renewal application.

The NYC DOE CSO has found Hyde Leadership Charter School to be an academically successful school that is organizationally viable and in compliance with applicable laws and regulations pertaining to its current charter. Based on the findings delineated below, Hyde Leadership Charter School is an educationally and fiscally sound organization, is likely to improve

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<sup>1</sup> NYC DOE ATS system

<sup>2</sup> NYC DOE ATS system and charter agreement

<sup>3</sup> NYC DOE Location Code Generating System database

<sup>4</sup> Student Demographic data is inputted by school staff into the ATS enrollment database and summarized by NYC DOE staff.

<sup>5</sup> NYC DOE School Progress Report. This document is posted on the NYC DOE website at <http://www.schools.nyc.gov> and is also included in Part 7 of this report.

<sup>6</sup> New York State Education Department - [www.nysed.gov](http://www.nysed.gov)

<sup>7</sup> NYC DOE ATS system

student learning and achievement, and meets the requirements of the Charter Schools Act and applicable law.

The School will be offered this renewal with the following condition:

- 5 year renewal on the condition that the school demonstrates improved student achievement by scoring in the 25<sup>th</sup> percentile or above of all schools on the NYC DOE Progress Report within one year after renewal, in the 50<sup>th</sup> percentile or above of all schools on the NYC DOE Progress Report within two years after renewal, and in the 75<sup>th</sup> percentile or above of all schools on the NYC DOE Progress Report in each of the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> years after renewal.

## Part 2: Findings

### What the school does well

- The school has a strong, consistent culture based on shared values which is evident at all levels of school operations.
  - Students note that the school is a safe place where they are happy and feel comfortable taking risks and showing vulnerability.
  - Staff and students note that they feel supported and that the school has a focus on character building and educating the “whole child”.
  - Systems and structures in the school such as Advisory groups and rubrics for self-assessment along with full-school trips and team-building activities support the school’s values of self-reflection, leadership and team work.
- The school promotes a collaborative open door policy in which all community members including parents are empowered to share feedback and participate in goal setting and enhancing the life of the school.
  - The family learning center supports parents and encourages them to get involved.
  - The school provides regular communications to families along with regularly scheduled meetings and activities to engage the community in support of increased student learning.
  - Teachers collaborate across subject areas and grade levels to share best practices, support each other, and promote consistency in academics.
  - The school Leadership Team, Education Committee and Board of Trustees collaborate to develop short-term and long-term goals for school improvement with input from parents and community members.
- The school has established systems to train and support staff and has developed a leadership pipeline through which staff are retained and empowered to take on more authority over time.
  - The school has crafted a succession plan to promote strong instructional leaders to become administrators and leaders. Likewise, the school works with assistant teachers and new staff to develop and grow into more senior roles.
  - Teachers benefit from coaching, inter-visitation, team meetings, formal and informal observations, and regular professional development sessions.
- The school is reflective and uses a data-driven approach to make modifications and plan for the future.
  - The school developed a coaching system that provides individualized support for teachers after reviewing performance data and receiving feedback and requests from teachers.

- The school has been responsive in developing creative solutions to manage a range of challenges relating to the school facility, the school growth plan, and other key operational matters.
  - After conducting an item analysis in state exams in Math and ELA, the high school noted a need for improved focus on writing and ELA skills, and developed a stronger system to address remediation and strategic student grouping.
  - The elementary school uses Friday meetings to look at school-wide trends and analyze student performance data. Based on this information they have developed unit and lesson plans and identified areas for re-teaching, remediation, and enrichment.
  - After reflecting on previous years' performance, the middle school established a new benchmark system to better align middle school planning and instruction with material and structures in the elementary school to ensure high levels of rigor and consistency for students.
- The school's Board of Trustees has functioned effectively in furthering the school's mission and vision, and maintains sound finances and internal controls.
    - The Board of Trustees meets regularly and is closely involved with the school. The board includes members who are parents, members of the community, and parents of alumni of other Hyde schools. All Board members participate in the school's "self discovery" retreat facilitated by their sister school in Maine.
    - The school continues to maintain an appropriate degree of segregation of functions and proper internal controls at all levels. All processes were found intact and evidence shows that the school is following its adopted financial and human resource policies. The financial statements of Hyde Leadership were prepared on the accrual basis of accounting in accordance with Generally Accepted Accounting Principles (GAAP) acceptable in the United States of America.
    - According to the school's audited financial statements for year ended June 30, 2010, the school possessed assets totaling \$3,452,636 and total liabilities of \$540,327. All of the school's net assets totaling \$2,912,309 remain unrestricted for use purposes. Hyde Leadership has \$2,286,000 in liquid assets that could be converted to cash within a 90 day period. The school remains in good financial condition to meet its obligations.

#### **Areas of Improvement:**

- The school should continue to enhance data systems and continue to train teachers to collect data and analyze trends in student achievement.
  - The school uses a variety of interim and benchmark assessments to measure student learning. The current data systems do not provide the school easy access to longitudinal data to analyze trends. The school has worked to develop its data systems and seeks to further develop this capacity.
  - The High School Discovery groups support students in tracking their progress towards developmental goals and academic assignments. The school should consider expanding this work to empower students to track their own credit accumulation and progress on State exams and college readiness activities.
  - While students in the lower school were aware of their reading levels, some students in the middle and high schools were unable to articulate individual learning goals or specific goals for academic achievement.
- The school should support teachers in implementing ongoing checks for understanding throughout lessons to ensure that all students are learning.
  - Reviewers noted that in some classes observed, students did not have the opportunity to demonstrate their learning and lessons lacked a wrap-up, exit ticket or check for understanding.

- In some classes observed, teachers performed verbal checks for understanding to get a general sense of the whole class' learning, but did not employ tools to gauge individual student needs. Likewise, in some classes teachers only called on the same small group of vocal student volunteers while the majority of students did not participate.
- The school should continue to support teachers in using data to differentiate instruction to meet the individual learning needs of all students including low performers, high performers, and all sub-groups so that all students make progress in their learning.
  - The school earned a score of D (15 out of 60) on the progress section of the NYC DOE Progress Report, with low scores in student progress in English Language Arts.
  - Many classrooms observed involved full-class instruction using non-differentiated texts and worksheets. Students who worked quickly were not challenged to move on to more advanced work.
- The school has developed structures for coaching, mentoring and Professional Development, and should continue to provide necessary support and structured feedback so that teachers can improve their practice.
  - Efforts to support teachers' work in unit and lesson planning should continue. Some classes observed lacked effective plans for instruction. For example, in one 3<sup>rd</sup> grade class, students sat in tables for more than eight minutes with no work to complete.
  - Efforts to support teachers in executing smooth and efficient transitions to maximize instructional time should be continued.
- The school should continue to push for increased rigor in classroom instruction with a focus on achievement and results.
  - Reviewers noted periods of down time and/or slow transitions in which students were not engaged in learning, or were not on task.
  - In some lessons observed, the work that students completed was not aligned with the stated aim. For example, in a high school science class, the stated aim was "Students will be able to explain what the electromagnetic spectrum is and what it represents," and the activity involved using tables to complete a worksheet. At the end of the lesson, most students had completed the worksheet but no students could explain what the electromagnetic spectrum was.
  - While the school demonstrated a strong focus on excellence in character development, a focus on academic achievement and excellence was less evident. Structures such as rubrics for academic assessment or rewards for academic achievement were not observed.

## Part 3: Charter School Goals

The Hyde Leadership Charter School has sufficiently met the goals set forth in its charter agreement. Please see the below table of Charter Goals which is excerpted from the school's retrospective report.

		Goals	First Year 06-07	Second Year 07-08	Third Year 08-09	Fourth Year 09-10	Fifth Year
Comparative	<p><b>Goal 1: ELA Performance</b> Hyde Leadership Charter School's students who have been at HLCS for at least three years will, on average, meet or exceed the average city-wide aggregate ELA and math scores.</p> <ul style="list-style-type: none"> <li>➤ The aggregate ELA and Math scores for elementary and intermediate school students who have been at HLCS for one year will meet or exceed the average scores of the other District 8 schools.</li> </ul>	Result	Result	Result			
		42%	38.5%	66.3%	Result	Result	
		Met: Yes	Met: No	Met: Yes			
Comparative	<p><b>Goal 1: ELA Performance</b> ➤ After two years at HLCS, these aggregate scores will exceed the district's average.</p>	Result N/A	Result 55.7%	Result 74.6%	Result	Result	
		Met: N/A	Met: Yes	Met: Yes	Met: Y/N?	Met: Y/N?	

Comparative	<b>Goal 1: ELA Performance</b> ➤ After three years at HLCS, these aggregate scores will meet or exceed the average city-wide aggregate ELA and Math scores.	Result N/A	Result N/A	Result 64.1%	Result	Result
		Met: N/A	Met: N/A	Met: Yes	Met: Y/N?	Met: Y/N?
Comparative	<b>Goal 1: Math Performance</b> Hyde Leadership Charter School's students who have been at HLCS for at least three years will, on average, meet or exceed the average city-wide aggregate ELA and math scores. ➤ The aggregate ELA and Math scores for elementary and intermediate school students who have been at HLCS for one year will meet or exceed the average scores of the other District 8 schools.	Result 68%	Result 62.3%	Result 83.8%	Result	Result
		Met: Yes	Met: No	Met: Yes	Met: Y/N?	Met: Y/N?
Comparative	<b>Goal 1: Math Performance</b> ➤ After three years at HLCS, these aggregate scores will meet or exceed the average city-wide aggregate ELA and Math scores.	Result N/A	Result 82.4%	Result 86.5%	Result	Result
		Met: N/A	Met: Yes	Met: Yes	Met: Y/N?	Met: Y/N?
Comparative	<b>Goal 1: Math Performance</b> ➤ After two years at HLCS, these aggregate scores will exceed the district's average.	Result N/A	Result N/A	Result 84.6%	Result	Result
		Met: N/A	Met: N/A	Met: Yes	Met: Y/N?	Met: Y/N?

Comparative	<b>Goal 9: First and second grade:</b> ➤ 90% of each cohort will test above the 40 <sup>th</sup> percentile on the Gates MacGinitie decoding and vocabulary subtests by April of each school year.	Result N/A	Result 75% 1 <sup>st</sup> grade tested above 40 percentile	Result 83% 1 <sup>st</sup> grade, 73% 2 <sup>nd</sup> grade	Result	Result
		Met: N/A	Met: No	Met: Yes for 1 <sup>st</sup> No for 2 <sup>nd</sup> grade	Met: Y/N?	Met: Y/N?
Comparative	<b>Goal 9: First and second grade:</b> ➤ At least 80% of each cohort will achieve an average performance grade of 80% accuracy on math assessments supplied as a component of the Saxon Math program.	Result N/A	Result Not assessed	Result Not assessed	Result	Result
		Met: N/A	Met: N/A	Met: N/A	Met: Y/N?	Met: Y/N?
Value-Added	<b>Goal 1: ELA Performance – Cohort 1</b> Hyde Leadership Charter School’s students who have been at HLCS for at least three years will, on average, meet or exceed the average city-wide aggregate ELA and math scores. ➤ 1. The aggregate ELA and Math scores for elementary and intermediate school students who have been at HLCS for one year will meet or exceed the average scores of the other District 8 schools.	Result N/A	Result N/A	Result N/A	Result	Result
Value-Added	<b>Goal 1: ELA Performance – Cohort 1</b> ➤ After two years at HLCS, these aggregate scores will exceed the district’s average.	Result N/A	Result +13.7%	Result N/A	Result	Result

Value-Added	<b>Goal 1: ELA Performance – Cohort 1</b> ➤ After three years at HLCS, these aggregate scores will meet or exceed the average city-wide aggregate ELA and Math scores.	Result N/A	Result	Result +8.4%	Result	Result
	<b>Goal 1: ELA Performance – Cohort 2</b> After two years at HLCS, these aggregate scores will exceed the district’s average.	Result N/A	Result N/A	Result +36.1%	Result	Result
	<b>Goal 1: Math Performance – Cohort 1</b> Hyde Leadership Charter School’s students who have been at HLCS for at least three years will, on average, meet or exceed the average city-wide aggregate ELA and math scores. ➤ The aggregate ELA and Math scores for elementary and intermediate school students who have been at HLCS for one year will meet or exceed the average scores of the other District 8 schools.	Result N/A	Result N/A	Result N/A	Result	Result
	<b>Goal 1: Math Performance – Cohort 1</b> ➤ After three years at HLCS, these aggregate scores will meet or exceed the average city-wide aggregate ELA and Math scores.	Result N/A	Result +14.4%	Result N/A	Result	Result
	<b>Goal 1: Math Performance – Cohort 1</b> ➤ After two years at HLCS, these aggregate scores will exceed the district’s average.	Result N/A	Result N/A	Result +2.2%	Result	Result

Value-  
Added

**Goal 1: Math Performance – Cohort 2**

- After three years at HLCS, these aggregate scores will meet or exceed the average city-wide aggregate ELA and Math scores.

Result  
N/A

Result  
N/A

+24.2%

Result

Result

## Part 4: Charter School Performance Data

The Hyde Leadership Charter School adequately met its goals for student academic achievement as measured by New York State exams in English Language Arts and Math as demonstrated in the below chart of student achievement data.

These charts presents the percentage of students at the school scoring at or above grade level (performance level 3 or greater) on the New York State ELA and Math exams as well as a comparison to the percentage of students at or above grade level in District 8 and New York City.

### Percent of Students Performing at or Above Grade Level – Whole School<sup>8</sup>

ELA				
	2007	2008	2009	2010
<i>Hyde</i>	43.1%	47.6%	68.4%	28.0%
<i>CSD 08</i>	39.1%	44.3%	62.5%	28.0%
<i>NYC</i>	47.5%	53.0%	66.1%	35.9%

Math				
	2007	2008	2009	2010
<i>Hyde</i>	67.6%	73.3%	84.6%	48.5%
<i>CSD 08</i>	53.0%	63.5%	69.5%	39.9%
<i>NYC</i>	58.7%	68.7%	77.2%	48.0%

### Student Attendance Rate<sup>9</sup>

Student Attendance Rate	2006-2007	2007-2008	2008-2009	2009-2010
	92.0%	93.5%	94.5%	95.3%

<sup>8</sup> Charter school, district and city test results taken from NYSED testing data:  
<http://www.emsc.nysed.gov/irts/ela-math/>

<sup>9</sup> Attendance rate taken from charter school annual reports.

## Part 5: Background on the Charter Renewal Process

### I. PROCESS BACKGROUND

#### A. Statutory Basis for Renewal

The Charter Schools Act of 1998 (“the Act”) authorizes the creation of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Encourage the use of different and innovative teaching methods;
- Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools accountable for meeting measurable student achievement results.<sup>10</sup>

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.<sup>11</sup>

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.<sup>12</sup> As one such charter entity, the New York City Department of Education (“NYC DOE”) institutes a renewal application process that adheres to the Act’s renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;
- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;
- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction.

Where the NYC DOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.<sup>13</sup>

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<sup>10</sup> See § 2850 of the Charter Schools Act of 1998.

<sup>11</sup> See §§ 2851(4) and 2852 of the Act.

<sup>12</sup> See generally §§ 2851(3) and 2851(4).

<sup>13</sup> § 2852(5)

## B. NYC DOE's Charter Renewal Process

The expiration of charters and their renewal based on a compelling record of success is the linchpin of charter school accountability. The NYC DOE's processes and procedures reflect this philosophy and therefore meet the objectives of the Act.<sup>14</sup>

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during the initial charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its first term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to build an ambitious plan for the future.

Consistent with the requirements of § 2851(4) of the Act, a school applying for renewal of its charter must use data and other credible evidence to prove its success, a case that can be organized into three questions:

1. Has your school been an academic success?
2. Has your school been a viable organization?
3. Has your school complied with applicable laws and regulations?

A school will answer these overarching questions by demonstrating that its students have made significant academic progress and that the school has met the goals and objectives pledged in its initial charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges and the lessons learned.

This report contains the findings and recommendations of the NYC DOE regarding a school's application for charter renewal. This report is based on a cumulative record of the school's progress during its charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizing entities, all of which are conducted in order to identify areas of weakness and to help the school to address them. Additionally, the NYC DOE incorporates into this report its findings from the renewal application process, which includes a written application, completion of student achievement data templates, and a school visit by the Charter Schools Office of the NYC DOE ("NYC DOE CSO").

The NYC DOE CSO then prepares a draft report and provides a copy to the school for its review and comment. The draft contains the findings, discussion, and the evidence base for those findings. Upon receiving a school's comment, the NYC DOE CSO reviews its draft, makes any appropriate changes, and reviews the amended findings to make a recommendation to the Chancellor. The Chancellor's final decision, and the findings on which that decision is based, is submitted to the Board of Regents for a final decision.

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<sup>14</sup> The NYC DOE charter renewal application is available on the Office of Charter Schools website at <http://www.nycenet.edu/OurSchools/Region84/Creation/default.htm>.

## Part 6: Framing Questions and Key Benchmarks

### I. FRAMING QUESTIONS:

Throughout the Renewal Process and the life of each school's charter, the NYC DOE Charter Schools Office uses the following framing questions to monitor Charter School success:

1. Has the School Been an Academic Success?
2. Has the School Been a Viable Organization?
3. Has the School Been in Compliance with All Applicable Laws and Regulations?

### II. RENEWAL BENCHMARKS:

#### Benchmark 1: Performance and Progress

An academically successful school can demonstrate outstanding student performance outcomes according to the following statistical analyses:

1. Absolute
2. Comparative
3. Value-Added / Progress
4. NCLB

#### Benchmark 2: Rigorous Instructional Program Strong School Environment

In addition to outstanding student performance outcomes, a school that is an academic success has the following characteristics:

- Rigorous Instructional Program that includes:
  - Clearly-defined essential knowledge and skills that students are expected to learn, and that are aligned with state standards
  - Curriculum that is organized coherently across subjects and grades, and reflects the school's mission and goals
  - Academic expectations that adults in the school clearly and consistently communicate to students
  - Classroom lessons with clear goals aligned with the curriculum
  - Classroom practices that reflect competent instructional strategies
  - Assessments and data that the school systematically generates and uses to improve instructional effectiveness and student learning, and that has led to increased student performance
  - Formal and successful strategies to identify and meet the needs of students at-risk of academic failure, students not making acceptable progress towards achieving school goals, students who are ELL, and special education students
- A School Environment that Promotes Successful Teaching and Learning that includes:
  - An environment where students and staff feel safe and secure
  - Behavioral and cultural expectations that adults in the school clearly and consistently communicate to students
  - Clear policies and strategies to address student behaviors to promote learning—those behaviors that are both appropriate and inappropriate
  - Documented discipline policies and procedures for general and special education students that the school enforces fairly and consistently with appropriate due process
  - A professional culture focused on teaching and learning, with a qualified and competent teaching staff
  - Professional development activities at or sponsored by the school that are aligned with the mission and goals of the school, support the instructional program, meet student needs, and result in increased student achievement
  - A system for ongoing teacher evaluation and improvement that builds the school's capacity to reach its academic goals, with effective strategies to assist inexperienced or struggling teachers

### Benchmark 3: Non-Academic Performance

A school that is organizationally viable can demonstrate outstanding non-academic performance outcomes according to the following statistical analyses:

- Absolute
- Comparative
- Value-Added

### Benchmark 4: Governance and Internal Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Effective School Governance that includes:
  - A clear and common understanding of the school's mission, priorities, and challenges among all members of the board of trustees and school leadership, as evidenced by the strategies and resources used to further the academic and organizational success of the school
  - An evidenced commitment to serving a student population that reflects the full range of students throughout the city.
  - Policies, systems, and processes that facilitate effective governance of the school and that are followed consistently
  - Meaningful opportunities for staff and parents to become involved in school governance
  - Avenues of communication from the board of trustees to other members of the school community and vice-versa
  - Communication between the school leadership and school staff that facilitates coordinated actions and messages toward other members of the school community
  - Processes to address parent, staff, community, and student concerns appropriately and in a timely manner
  - Annual evaluations of the school leadership, based on clearly-defined goals and measurements
  - A board of trustees with a diversity of opinions and perspectives that promotes a healthy and vigorous dialogue of ideas
  - A process for board development to build its capacity to oversee the school's operations and to ensure the school's continued progress
  - A conflict of interest policy and code of ethics that are followed consistently
  - Activities that are in substantial compliance with the Open Meetings Law and Public Officers Law
  - An active and ongoing relationship with independent legal counsel that reviews relevant documents, policies, and incidents, and makes recommendations as needed

### Benchmark 5: Sound Financial Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Healthy and Sound Financial Practices that include:
  - A long range financial plan that guides school operations
  - Realistic budgets that are monitored and adjusted when appropriate
  - Effective oversight, and financial decisions that further and reflect the school's mission, program, and goals
  - Internal controls and procedures that are followed consistently and that result in prudent resource management
  - Capacity to correct any deficiencies or audit findings
  - Financial records that are kept according to GAAP
  - Adequate financial resources to ensure stable operations
  - Processes that maintain and successfully manage the school's cash flow
  - Non-variable income streams that support critical financial needs

#### Benchmark 6: Parent and Student Satisfaction

A school that is a viable organization has the following characteristics:

Parent and Student Satisfaction, demonstrated by survey results as well as other valid and reliable measures.

#### Benchmark 7: Sufficient Facilities and Physical Conditions

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has sufficient facilities and physical conditions conducive to the school implementing its program and meeting its goals.

#### Benchmark 8: Sufficient Reporting

A school that is in compliance with applicable laws and regulations has the following characteristics:

- Sufficient Reporting that includes
  - Annual reports and financial reports submitted completely and by deadline
  - Responses to DOE's or SED's requests for information or for changes to school operations (in accordance with legal requirements) in a timely manner

#### Benchmark 9: Appropriate Admissions Policy

A school that is in compliance with applicable laws and regulations has the following characteristics:

- An Appropriate Admissions Policy that includes
  - Opportunities for all interested parents to submit a complete application for enrollment
  - A random selection process that is conducted fairly, and when a wait list is generated, it is used appropriately to ensure a fair admissions process

#### Benchmark 10: Compliance with All Applicable Laws and Regulations

A school that is in compliance with applicable laws and regulations has the following characteristics:

- A Record of Substantial Compliance with:
  - Applicable health laws and regulations
  - Title I regulations
  - IDEA regulations to meet the needs of special education students

# Part 7: NYC DOE School Progress Reports



Department of Education

Progress Report  
2009-10

K-8

Progress Report Grade

**C**

### What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row, may face consequences, including change in school leadership or school closure.

### How did this school perform?

- This school's overall score for 2009-10 is 35.7
- This school did better than 26% of all K-8 schools citywide.

### This Progress Report is for:

SCHOOL	Hyde Leadership Charter School (84X345)
SCHOOL LEADER	Joanne Goubourn
ENROLLMENT	513
SCHOOL TYPE	K-8
PEER INDEX	58.84

Category	Calculated Score	Category Grade
<b>School Environment</b>	12.9 out of 15	<b>A</b>
<b>Student Performance</b>	7.0 out of 25	<b>C</b>
<b>Student Progress</b>	15.0 out of 60	<b>D</b>
Additional Credit	0.8 (15 max)	
<b>Overall Score</b>	35.7 out of 100	<b>C</b>

### How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score between 29.5 - 41.1 receive a letter grade of C
- 38.5% of schools earned a C in 2009-10

### K-8 School Table - Overall Grades

Grade	Score range	City summary
A	57.1 or higher	25.7% of schools
B	41.2 - 57.0	34.5% of schools
C	29.5 - 41.1	38.5% of schools
D	18.0 - 29.4	2.7% of schools
F	17.9 or lower	0.7% of schools

In light of changes in State tests and Progress Report methodology, schools cannot drop more than two letter grades from last year to this year. Further, schools with top quartile performance in ELA and Math cannot receive a grade lower than C.

### In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

#### School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

#### Student Performance

measures student skill levels in English Language Arts and Math.

#### Student Progress

measures median student improvement from last year to this year in English Language Arts and Math.

#### Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The second page provides specific information about how

### Quality Review Score

This school has not received a Quality Review.

### State Accountability Status

Based on its performance, this school's State accountability status is: **In Good Standing (2009-10)**

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

## Additional Information

### Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who are in the 75th growth percentile or higher in English Language Arts or Math. Schools can also earn additional credit when their students with disabilities meet the goal of proficiency in English Language Arts or Math.

This component can only improve a school's Progress Report score. It cannot lower a school's score.

Credit	Exemplary Proficiency Gains	Student Group
		<b>Percent at Proficiency</b>
-		Self-Contained (ELA)
-		CTT (ELA)
6.5%		SETSS (ELA)
-		Self-Contained (Math)
-		CTT (Math)
16.1%		SETSS (Math)
		<b>Percent at 75th Growth Percentile or Higher</b>
29.4%		English Language Learners (ELA)
46.1%		Lowest Third Citywide (ELA)
50.0%		Self-Contained/CTT/SETSS (ELA)
16.7%		English Language Learners (Math)
38.5%		Lowest Third Citywide (Math)
+0.75	46.7%	Self-Contained/CTT/SETSS (Math)

(-) indicates less than 15 students in this category

### Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students. For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School, and the school's percentage of students with disabilities.

The peer schools for Hyde Leadership Charter School are:

DBN	School Name	DBN	School Name
17K181	P.S. 181 Brooklyn	32K384	P.S. /I.S. 384 Frances E. Carter
16K308	P.S. 308 Clara Cardwell	03M149	P.S. 149 Sojourner Truth
17K384	M.S. K384	22K189	P.S. 189
84K731	Brooklyn Excelsior Charter	12X214	P.S. 214
04M171	P.S. 171 Patrick Henry	30Q111	P.S. 111 Jacob Blackwell
03M165	P.S. 165 Robert E. Simon	19K306	P.S. 306 Ethan Allen
27Q105	P.S. 105 The Bay School	19K202	P.S. 202 Ernest S. Jenkins
23K165	P.S. 165 Ida Posner	06M123	P.S. 123 Mahalia Jackson
23K327	P.S. 327 Dr. Rose B. English	00X218	P.S./I.S. 218 Rafael Hernandez Dual Language Magnet School
10X020	P.S. 20 P.O. George J. Verdian III	10X037	P.S. XD37 - Multiple Intelligence School
18K174	P.S. 174 Dumont		
04M007	P.S. 007 Samuel Stern		
10X003	P.S. 3 Raul Julia Micro Society		
30Q127	P.S. 127 Aerospace Science Mague		
27Q042	P.S. 042 R. Vemam		
84X345	Hyde Leadership Charter School		
27Q043	P.S. 043		
27Q183	P.S. 183 Dr. Richard R. Green		
29K323	P.S./I.S. 323		
08M129	P.S. 129 John H. Finley		
17K189	P.S. 189 Lincoln Terrace		

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# Results by Category

SCHOOL: Hyde Leadership Charter School (84X345)  
SCHOOL LEADER: Joanne Goubourn

K-8

## HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's engagement score is 9.0. This is 75% of the way from the lowest engagement at any school (8.0) to the highest engagement (10.0).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2008-09 and 2009-10.

## School Environment

Comprises 15% of the Overall Score

This Year's Score: 12.9 out of 15

**A**

Survey Scores (10 points)

Academic Expectations:

Communication:

Engagement:

Safety and Respect:

Attendance (5 points)

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
8.2	7.0				8.5	6.8				8.8	
7.4	6.0				7.7	6.8				8.0	
7.9	6.3				8.0	6.1				8.3	
7.8	6.3				8.1	6.2				8.7	
95.3%	89.0%				95.2%	88.8%				97.6%	

## Student Performance

Comprises 25% of the Overall Score

This Year's Score: 7 out of 25

**C**

English Language Arts

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Mathematics

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
28.0%	11.5%				84.5%	12.6%				99.3%	293
2.63	2.32				3.41	2.36				3.63	293
48.5%	20.4%				100.0%	36.6%				100.0%	293
2.91	2.42				3.84	2.47				4.17	293

## Student Progress

Comprises 60% of the Overall Score

This Year's Score: 15 out of 60

**D**

English Language Arts

Median Growth Percentile

Median Growth Percentile for School's Lowest Third

Mathematics

Median Growth Percentile

Median Growth Percentile for School's Lowest Third

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
54.0	56.0				79.8	54.4				83.2	218
65.0	63.8				88.0	61.1				90.4	88
63.0	48.4				81.2	48.0				86.3	219
68.0	63.4				83.5	60.8				86.6	80

Progress Report Grade

# A

### What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

### How did this school perform?

- This school's overall score for 2008-09 is 84.4
- This score places the School in the 68 percentile of all K-8 schools Citywide--i.e., 68 percent of those schools scored lower than this school

### This Progress Report is for:

SCHOOL	Hyde Leadership Charter School (84X345)
SCHOOL LEADER	Joanne Goubourn
ENROLLMENT	458
SCHOOL TYPE	K-8
PEER INDEX	55.17

Category	Calculated Score	Category Grade
<b>School Environment</b>	13.6 out of 15	<b>A</b>
<b>Student Performance</b>	19.4 out of 25	<b>A</b>
<b>Student Progress</b>	44.6 out of 60	<b>A</b>
<b>Additional Credit</b>	6.8 (15 max)	
<b>Overall Score</b>	84.4 out of 100	<b>A</b>

### How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 68.0-100 receive a letter grade of A
- 85% of schools earned an A in 2008-09

### K-8 School Table - Overall Grades

Grade	score range	City summary
A	68.0-100	85.4% of schools
B	54-67.9	13.1% of schools
C	43.0-53.9	1.5% of schools
D	33.0-42.9	0% of schools
F	0-32.9	0% of schools

### In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

#### School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

#### Student Performance

measures student skill levels in English Language Arts and Math.

#### Student Progress

measures average student improvement from last year to this year in English Language Arts and Math.

#### Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

### Quality Review Score

This school did not receive a Quality Review in 2008-09.

### State Accountability Status

Based on its 2008-09 performance, this school is:

**In Good Standing**

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

## Additional Information

### Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math).

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
		<b>English Language Arts</b>
-		English Language Learners
	29.7%	Special Education Students
+1.5	38.5%	Hispanic Students in the Lowest Third Citywide
+0.75	29.4%	Black Students in the Lowest Third Citywide
-		Other Students in the Lowest Third Citywide
		<b>Mathematics</b>
-		English Language Learners
+1.5	37.8%	Special Education Students
+1.5	63.2%	Hispanic Students in the Lowest Third Citywide
+1.5	40.0%	Black Students in the Lowest Third Citywide
-		Other Students in the Lowest Third Citywide

(-) indicates less than 10 students in this category

### Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for Hyde Leadership Charter School are:

DBN	School Name	DBN	School Name
84K717	Carl C. Icahn Charter School	17K181	P.S. 181 Brooklyn
30Q127	P.S. 127 Aerospace Charter Magnet	84K731	Brooklyn Excelsior Charter
84K359	The Lift Charter School	23K137	P.S. 137 Rachel Jean Mitchell
06M311	Amistad Dual Language School	10X003	P.S. 3 Raul Julia Micro Society
17K161	P.S. 161 The Crown	27Q105	P.S. 105 The Bay School
84K704	Explore Charter School	16K308	P.S. 308 Clara Cardwell
84K706	Harriet Tubman Charter School	23K041	P.S. 041 Francis White
11X029	P.S. 089 Bronx	10X037	P.S. 3037 - Multiple Intelligence School
03M111	P.S. 111 Adolph S. Ochs	03M180	P.S. 180 Hugo Newman
20K192	P.S. 192 Brooklyn	23K327	P.S. 327 Dr. Rose B. English
11X194	PS/MS 194		
03M191	P.S. 191 Amsterdam		
10X095	P.S. 095 Sheila Mencher		
29Q138	P.S. 138 Sunrise		
27Q042	P.S. 042 R. Venam		
27Q043	P.S. 043		
29Q116	P.S. 116 William C. Hughtley		
27Q183	P.S. 183 Dr. Richard R. Green		
23K178	P.S. 178 Saint Clair Mckelway		
04M171	P.S. 171 Patrick Henry		

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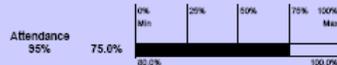
# Results by Category

SCHOOL: Hyde Leadership Charter School  
SCHOOL LEADER: Joanne Goubourn

## HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

## School Environment

Comprises 15% of the Overall Score

This Year's Score: 13.6 out of 15

**A**

Survey Scores (10 points)

Academic Expectations: 8.4

Communication: 7.3

Engagement: 7.9

Safety and Respect: 7.9

Attendance (5 points): 54.5%

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
8.4	5.9				8.5	6.1				8.5	
7.3	5.2				7.7	5.4				7.6	
7.9	5.0				7.9	5.3				7.9	
7.9	5.2				8.3	5.4				8.6	
54.5%	37.5%				55.0%	35.5%				57.1%	

## Student Performance

Comprises 25% of the Overall Score

This Year's Score: 19.4 out of 25

**A**

English Language Arts

Percentage of Students at Proficiency (Level 3 or 4): 68.4%

Median Student Proficiency (1.00-4.50): 3.11

Mathematics

Percentage of Students at Proficiency (Level 3 or 4): 84.6%

Median Student Proficiency (1.00-4.50): 3.46

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
68.4%	50.4%				72.9%	18.3%				80.9%	234
3.11	2.72				3.28	2.83				3.53	234
84.6%	40.3%				91.1%	35.7%				100.0%	234
3.46	2.79				3.89	2.56				4.54	234

## Student Progress

Comprises 60% of the Overall Score

This Year's Score: 44.6 out of 60

**A**

English Language Arts

Percentage of Students Making at Least 1 Year of Progress: 63.1%

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress: 85.0%

Average Change in Student Proficiency for Level 1 and Level 2 Students: 0.25

Average Change in Student Proficiency for Level 3 and Level 4 Students: (0.04)

Mathematics

Percentage of Students Making at Least 1 Year of Progress: 66.2%

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress: 87.7%

Average Change in Student Proficiency for Level 1 and Level 2 Students: 0.51

Average Change in Student Proficiency for Level 3 and Level 4 Students: 0.03

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
63.1%	41.6%				73.1%	44.6%				71.2%	229
85.0%	68.3%				93.1%	55.6%				91.9%	80
0.25	0.12				0.42	0.13				0.43	97
(0.04)	(0.28)				0.04	(0.24)				0.04	132
66.2%	41.3%				73.9%	39.9%				82.9%	229
87.7%	51.5%				92.9%	49.8%				97.1%	73
0.51	0.03				0.52	0.07				0.57	49
0.03	(0.23)				0.12	(0.24)				0.16	180

### This Progress Report is for:

SCHOOL	Hyde Leadership Charter School (84X345)
SCHOOL LEADER	Joanne Goubourn
ENROLLMENT	318
SCHOOL TYPE	K-8
PEER INDEX	55.17

Progress Report Grade

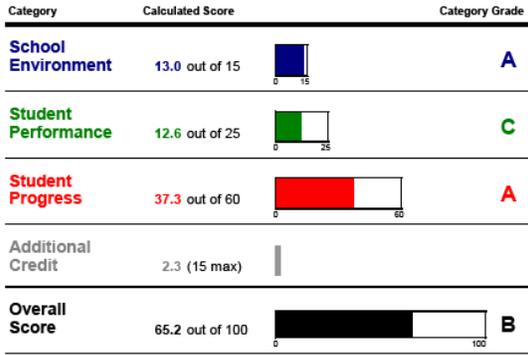
# B

#### What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

#### How did this school perform?

- This school's overall score for 2007-08 is 65.2
- This score places the School in the 70 percentile of all K-8 schools Citywide—i.e., 70 percent of those schools scored lower than this school
- This school did not have a 2008 target because it did not receive a grade last year



#### How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 49.7–66.6 receive a letter grade of B
- 42% of schools earned a B in 2007-08

#### K-8 School Table – Overall Grades

Grade	Score range	City summary
A	66.7–98.5	24% of schools
B	49.7–66.6	42% of schools
C	38.4–49.6	24% of schools
D	23.4–38.3	9% of schools
F	22.9–23.4	1% of schools

#### Quality Review Score

This school did not receive a Quality Review in 2007-08.

#### State Accountability Status

This school does not have a State accountability status for 2006-07.

### In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

#### School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

#### Student Performance

measures student skill levels in English Language Arts and Math.

#### Student Progress

measures average student improvement from last year to this year in English Language Arts and Math.

#### Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

## Additional Information

### Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math). Schools earn additional credit for any one of the five high-need categories of students if the percentage of students in that category who achieve exemplary gains is in the top 40% of all schools citywide.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
		<b>English Language Arts</b>
-		English Language Learners
25.0%		Special Education Students
12.5%		Hispanic Students in the Lowest Third Citywide
+1.5	38.1%	Black Students in the Lowest Third Citywide
-		Other Students in the Lowest Third Citywide
		<b>Mathematics</b>
-		English Language Learners
+0.75	35.0%	Special Education Students
30.3%		Hispanic Students in the Lowest Third Citywide
15.0%		Black Students in the Lowest Third Citywide
-		Other Students in the Lowest Third Citywide

(-) indicates less than 10 students in this category

### Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for Hyde Leadership Charter School are:

DBN	School Name	DBN	School Name
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30Q127	P.S. 127 Aerospace Science Magnet	84K731	Brooklyn Excelsior Charter
84K359	The Uff Charter School	23K137	P.S. 137 Rachel Jean Mitchell
06M311	Amistad Dual Language School	10X003	P.S. 3 Raul Julia Micro Society
17K161	P.S. 161 The Crown	27Q105	P.S. 105 The Bay School
84K704	Explore Charter School	16K308	P.S. 308 Clara Cardwell
84X706	Harriet Tubman Charter School	23K041	P.S. 041 Francis White
11X089	P.S. 089 Bronx	10X037	P.S. X037 - Multiple Intelligence School
02M111	P.S. 111 Adolph S. Ochs	03M180	P.S. 180 Hugo Newman
20K192	P.S. 192 Brooklyn	23K327	P.S. 327 Dr. Rose B. English
11X194	PS/MS 194		
03M191	P.S. 191 Amsterdam		
10X095	P.S. 095 Sheila Mencher		
29Q138	P.S. 138 Sunrise		
27Q042	P.S. 042 R. Vemam		
27Q043	P.S. 043		
29Q116	P.S. 116 William C. Hughley		
27Q183	P.S. 183 Dr. Richard R. Green		
23K178	P.S. 178 Saint Clair Mokelway		
04M171	P.S. 171 Patrick Henry		

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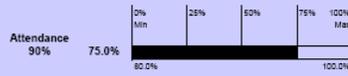
# Results by Category

SCHOOL Hyde Leadership Charter School  
SCHOOL LEADER Joanne Goubourn

## HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 90%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-06.

## School Environment

Comprises 15% of the Overall Score

This Year's Score:  
0.867 x 15 = 13

**A**

Survey Scores (10 points)

Academic Expectations:

Communication:

Engagement:

Safety and Respect:

Attendance (5 points)

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
8.3	92.3%	6.9	8.6	91.7%	6.1	8.6	8.3	8.6	8.6	8.6	
7.4	88.0%	6.2	7.7	90.9%	6.4	7.6	7.4	7.6	7.6	7.6	
8.0	103.4%	6.0	7.5	103.8%	6.3	7.9	8.0	7.9	7.9	7.9	
7.9	87.1%	6.2	8.3	78.1%	6.4	8.6	7.9	8.6	8.6	8.6	
93.5%	79.2%	67.8%	85.0%	64.7%	65.9%	97.1%	93.5%	97.1%	97.1%	97.1%	

## Student Performance

Comprises 25% of the Overall Score

This Year's Score:  
0.502 x 25 = 12.6

**C**

English Language Arts

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Mathematics

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
47.8%	40.9%	30.4%	72.5%	40.6%	18.3%	90.5%	47.8%	90.5%	90.5%	90.5%	106
2.98	49.1%	2.72	3.25	45.0%	2.63	3.33	2.98	3.33	3.33	3.33	106
73.3%	64.5%	40.9%	91.1%	58.5%	35.7%	100.0%	73.3%	100.0%	100.0%	100.0%	105
3.24	50.0%	2.79	3.69	45.9%	2.66	4.04	3.24	4.04	4.04	4.04	105

## Student Progress

Comprises 60% of the Overall Score

This Year's Score:  
0.621 x 60 = 37.3

**A**

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Mathematics

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
65.0%	74.3%	41.6%	73.1%	76.7%	44.6%	71.2%	65.0%	71.2%	71.2%	71.2%	104
83.6%	64.6%	66.3%	83.1%	68.4%	65.6%	91.9%	83.6%	91.9%	91.9%	91.9%	55
0.20	26.7%	0.12	0.42	23.3%	0.13	0.43	0.20	0.43	0.43	0.43	87
0.02	83.3%	(0.28)	0.08	86.7%	(0.24)	0.06	0.02	0.06	0.06	0.06	77
60.0%	58.6%	41.2%	73.3%	47.3%	33.5%	82.8%	60.0%	82.8%	82.8%	82.8%	105
71.7%	65.2%	51.6%	82.5%	58.7%	49.8%	87.1%	71.7%	87.1%	87.1%	87.1%	53
0.36	62.8%	0.09	0.52	58.0%	0.07	0.57	0.36	0.57	0.57	0.57	51
0.01	68.6%	(0.23)	0.12	62.5%	(0.24)	0.16	0.01	0.16	0.16	0.16	114