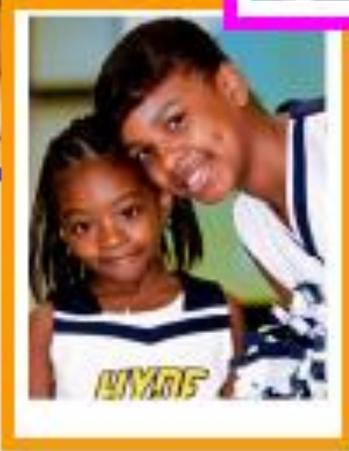




HYDE LEADERSHIP CHARTER SCHOOL  
**2008-09 Annual Report**



**The State Education Department**  
The University of the State of New York

**Office of Instructional Support and Development**  
Public School Choice Programs  
462 EBA  
Albany, New York 12234  
518-474-1762

***Charter School Annual Report***  
***2008 - 2009***

**Charter School Information and Cover Page**

<b>Name of Charter School</b>	Hyde Leadership Charter School	
<b>Address</b>	730 Bryant Avenue, 4 <sup>th</sup> Floor Bronx, NY 10474	
<b>Telephone</b>	(718) 991-5500	<b>Fax</b> (718) 842-8617
<b>BEDS #</b>	320800860903	
<b>District/CSD of Location</b>	New York City, District 8	
<b>Charter Entity</b>	New York City Department of Education	
<b>Head of School</b>	Joanne W. Goubourn	
<b>E-mail address</b>	<a href="mailto:jgoubourn@hydebronxny.org">jgoubourn@hydebronxny.org</a>	
<b>President, Board of Trustees</b>	Herbert B, Fixler	
<b>E-mail address</b>	<a href="mailto:hfixler@cozen.com">hfixler@cozen.com</a>	
<b>Phone Number</b>	(212) 297-2670	

*Contents*

Section I: Student Assessment Data and Progress towards Goal Attainment.....8

Section II: Students and Teacher Attrition Rates.....39

Section III: Annual Report of Fiscal Performance.....41

Section IV: (to be submitted under separate cover)

Section V: Disclosure of Financial Interest by a Charter School Trustees.....43

Statement of Assurances.....61

*Section I*

**CHARTER SCHOOL STUDENT ASSESSMENT DATA**

**Contents, Section I**

<b>New York State Assessment Result.....</b>	<b>5</b>
Grades 3 – 8 State ELA test.....	5
Grades 3 – 8 State Math test.....	5
Regents Examinations.....	6
Regents Competency Tests.....	9
Second Language Proficiency Exams.....	10
NYS English as a Second Language Achievement Test.....	11
NYS Alternate Assessments.....	13
<b>High School Completion Rates.....</b>	<b>14</b>
<b>Other Student Assessment Data</b>	
<b>Progress Towards Goals.....</b>	<b>17</b>
Goals, Measures, and Results	
Further Evidence, Reflections, and Action Plans	
Goal 1: Math & ELA Performance.....	22
Goal 3: Character Development -.....	29
Goal 4: Parent Participation.....	30
Goal 5: Parent Satisfaction.....	31
Goal 6: Student Attendance.....	32
Goal 7: Student Attrition.....	34
Goal 8: Student Promotion Rates.....	36
Goal 9: Adequate Yearly Process.....	38



**New York State Assessment Results**

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
<b>Comprehensive English</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Math A</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Math B</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Global History &amp; Geography</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>US History &amp; Gov't.</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Living Environ.</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
<b>Phys. Setting/ Earth Sci.</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Phys. Setting/ Chemistry</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Phys. Setting/ Physics</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Integrated Alg.</b>	<b>2008-09</b>	<b>50*</b>														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														

\*Scores not yet available for the NYSA Integrated Algebra exam.

*New York State Assessment Results*

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
<b>Comp. French</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Comp. German</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Comp. Hebrew</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Comp. Italian</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Comp. Latin</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Comp. Spanish</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														

**New York State Assessment Results**

<i>Regents Competency Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
<b>Mathematics</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Science</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Reading</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Writing</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Global Studies</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>US History &amp; Gov't.</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														

*New York State Assessment Results*

<i>Second Language Proficiency Exams</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
<b>French</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>German</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Italian</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-08	N/A														
	2005-06	N/A														
<b>Latin</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
<b>Spanish</b>	<b>2008-09</b>	N/A														
	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>								
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>					
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>		
<b>Listening &amp; Speaking (Gr. K-1)</b>	<b>2008-09</b>	<b>10</b>	<b>0</b>	<b>10</b>	<b>70</b>	<b>20</b>												
	2007-08	3	0	0	100	0												
	2006-07	0	0	0	0	0												
	2005-06	N/A																
<b>Reading &amp; Writing (Gr. K-1)</b>	<b>2008-09</b>	<b>10</b>	<b>20</b>	<b>50</b>	<b>20</b>	<b>10</b>												
	2007-08	3	33	67	0	0												
	2006-07	0	0	0	0	0												
	2005-06	N/A																
<b>Listening &amp; Speaking (Gr. 2-4)</b>	<b>2008-09</b>	<b>N/A</b>																
	2007-08	N/A																
	2006-07	N/A																
	2005-06	N/A																
<b>Reading &amp; Writing (Gr. 2-4)</b>	<b>2008-09</b>	<b>N/A</b>																
	2007-08	N/A																
	2006-07	N/A																
	2005-06	N/A																
<b>Listening &amp; Speaking (Gr. 5-6)</b>	<b>2008-09</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>86</b>												
	2007-08	4	0	25	25	50												
	2006-07	0	0	0	0	0												
	2005-06	N/A																
<b>Reading &amp; Writing (Gr. 5-6)</b>	<b>2008-09</b>	<b>7</b>	<b>0</b>	<b>14</b>	<b>14</b>	<b>71</b>												
	2007-08	4	0	50	50	0												
	2006-07	0	0	0	0	0												
	2005-06	N/A																

2008-2009 Scores will be submitted under separate cover once they become available.

**New York State Assessment Results**

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>								
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>					
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>		
<b>Listening &amp; Speaking (Gr. 7-8)</b>	<b>2008-09</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>83</b>												
	2007-08	3	0	0	33	67												
	2006-07	N/A																
	2005-06	N/A																
<b>Reading &amp; Writing (Gr. 7-8)</b>	<b>2008-09</b>	<b>6</b>	<b>0</b>	<b>33</b>	<b>50</b>	<b>17</b>												
	2007-08	3	0	67	33	0												
	2006-07	N/A																
	2005-06	N/A																
<b>Listening &amp; Speaking (Gr. 9-12)</b>	<b>2008-09</b>	<b>N/A</b>																
	2007-08	N/A																
	2006-07	N/A																
	2005-06	N/A																
<b>Reading &amp; Writing (Gr. 9-12)</b>	<b>2008-09</b>	<b>N/A</b>																
	2007-08	N/A																
	2006-07	N/A																
	2005-06	N/A																

2008-2009 Scores will be submitted under separate cover once they become available.

*New York State Alternate Assessment Results*

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>				
		<i>Total Tested</i>	<i>% Scoring:</i>			
			<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
<b>Elementary Social Studies</b>	<b>2008-09</b>	N/A				
	2007-08	N/A				
	2006-07	N/A				
	2005-06	N/A				
<b>Middle Level Social Studies</b>	<b>2008-09</b>	N/A				
	2007-08	N/A				
	2006-07	N/A				
	2005-06	N/A				
<b>Secondary Level Social Studies</b>	<b>2008-09</b>	N/A				
	2007-08	N/A				
	2006-07	N/A				
	2005-06	N/A				
<b>Secondary Level Science</b>	<b>2008-09</b>	<b>78</b>	<b>9</b>	<b>44</b>	<b>45</b>	<b>3</b>
	2007-08	N/A				
	2006-07	N/A				
	2005-06	N/A				

**High School Completion Rates**

<b>High School Completion</b>	<b>Year</b>	<b>All Students</b>		<b>General Education Students</b>		<b>Students with Disabilities</b>	
		<b>Number Of Students</b>	<b>Percent Of Graduates</b>	<b>Number Of Students</b>	<b>Percent Of Graduates</b>	<b>Number Of Students</b>	<b>Percent of Graduates</b>
<b>Total Graduates</b>	<b>2008-09</b>	N/A					
	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					
<b>Rec'd. a Regents Diploma</b>	<b>2008-09</b>	N/A					
	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					
<b>Rec'd. a Regents Diploma w/Adv. Designation</b>	<b>2008-09</b>	N/A					
	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					
<b>Rec'd. IEP Diploma</b>	<b>2008-09</b>	N/A					
	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					
<b>To 4-Year College</b>	<b>2008-09</b>	N/A					
	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					
<b>To 2-Year College</b>	<b>2008-09</b>	N/A					
	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent of Graduates</i>
<b>To Other Post-Secondary</b>	<b>2008-09</b>	N/A					
	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					
<b>Dropped Out</b>	<b>2008-09</b>	N/A					
	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					
<b>Entered Approved HS Equivalency Prep Program</b>	<b>2008-09</b>	N/A					
	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					
<b>Total Non-Completers</b>	<b>2008-09</b>	N/A					
	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					

**Other Student Assessment Data  
2008-09**

**Name of Charter School: Hyde Leadership Charter School**

**Name of Test:** \_\_\_\_\_

**Subtest:** \_\_\_\_\_

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade*</b>	<b>Score (Indicate Type of Score, e.g., NCE)</b>	<b>Qualitative Level and Percent Attaining* *</b>	<b>Other ***</b>

\* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

\*\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Progress Toward Goals  
2008-09**

**Charter School Name: Hyde Leadership Charter**

**School Year: 2008-2009**

<p align="center"><b>Goal/Objective: Desired Level of Attainment</b></p>	<p align="center"><b>Actual Result: Observed Level of Attainment</b></p>	<p align="center"><b>Measure Used To Indicate Attainment of The Goal/Objective</b></p>	<p align="center"><b>Was the Goal/ Objective Met? (Y/N)</b></p>	<p align="center"><b>Explanation if Not Met</b></p>
<p><b>Math &amp; 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> <ol style="list-style-type: none"> <li>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.</li> <li>2. After two years at HLCS, these aggregate scores will exceed the district's average.</li> <li>3. After three years at HLCS, these aggregate scores will meet or exceed the average city-wide aggregate ELA and Math scores.</li> </ol>	<p>We examined the percentage of students in each group who achieved performance level 3 or 4 on each test.</p> <ol style="list-style-type: none"> <li>1. First-year students at Hyde (6<sup>th</sup> grade), 66.3% in ELA and 83.8% in Math. District 8 (6<sup>th</sup> grade), 65.4% in ELA and 64.6% in math</li> <li>2. Second-year students at Hyde (7<sup>th</sup> grade), 74.6% in ELA and 86.5% in Math. District 8 (7<sup>th</sup> grade), 62.6% in ELA and 71.8% in math.</li> <li>3. Third-year students at Hyde (8<sup>th</sup> grade), 64.1% in ELA and 84.6% in Math. District 8 (8<sup>th</sup> grade), 47.5% in ELA and 64% in math.</li> </ol>	<p>NYS Math and ELA Exams</p>	<ol style="list-style-type: none"> <li>1. Yes*</li> <li>2. Yes*</li> <li>3. Yes</li> </ol>	<p>* Our students meet Goal #1 in <i>ELA</i> except for the cohort of 2<sup>nd</sup> year students in the 6<sup>th</sup> grade (1 of 2 students), the first-year cohort in 7<sup>th</sup> grade (3 of 5 students) and the third year cohort in the 7<sup>th</sup> grade (4 of 5 students)</p> <p>*Our students meet Goal #1 in <i>math</i> except for the cohort of 3<sup>rd</sup> year students in the 7<sup>th</sup> grade (2 of 5 students)</p> <p>Data for these students is explained further on page 22.</p>

<b>Goal/Objective: Desired Level of Attainment</b>	<b>Actual Result: Observed Level of Attainment</b>	<b>Measure Used To Indicate Attainment of The Goal/Objective</b>	<b>Was the Goal/ Objective Met? (Y/N)</b>	<b>Explanation if Not Met</b>
<p><b>Parent Participation</b> At least 80% of parents, guardians or other committed adults will participate in at least six parent events/activities each year. Events/activities include: Family Days, Parent Discovery nights, parent teacher conferences, parent/family retreats and workshops.</p>	<p>75% of our parents participated in at least six activities.</p>	<p>Parent attendance at events and meetings</p>	<p>No.</p>	<p>Family situations (such as single-parent household; lack of transportation; family illness) continue to negatively impact consistent participation in monthly evening meetings. Please see page 30 for further reflections and action plan.</p>
<p><b>Parent Satisfaction</b> 75% Of our parents will complete the Department of Education annual environmental survey and Hyde will receive a score of 7 or better in all categories.</p>	<p>87% of our parents responded to the survey (an increase of 3% from last year and well above the 45% city average response. Our score was 8.4 in Academic Expectations, 7.3 in Communication, 7.9 in both Engagement and Safety &amp; Respect.</p>	<p>DOE Learning Environment Survey selected questions</p>	<p>Yes</p>	<p>We are proud the results of the parent response to the survey and their satisfaction with our school. We will strive to continue making a difference in the lives of our students and parents.</p>

<p align="center"><b>Goal/Objective: Desired Level of Attainment</b></p>	<p align="center"><b>Actual Result: Observed Level of Attainment</b></p>	<p align="center"><b>Measure Used To Indicate Attainment of The Goal/Objective</b></p>	<p align="center"><b>Was the Goal/ Objective Met? (Y/N)</b></p>	<p align="center"><b>Explanation if Not Met</b></p>
<p><b>Student Attendance</b> Attendance at HLCS will exceed city averages.</p> <ol style="list-style-type: none"> <li>1. During their first, second, and third years at HLCS, students' attendance rates will meet or exceed average attendance at other District 8 schools.</li> <li>2. After three years at HLCS, students' attendance rates will meet or exceed aggregate attendance rates of all NYC schools combined.</li> </ol>	<ol style="list-style-type: none"> <li>1. The yearlong average attendance at Hyde Leadership for students in their first, second, or third years this year was 94.4%. The average attendance at other District 8 schools was 87.96%. The average attendance in all NYC schools was 90.07%.<sup>1</sup></li> <li>2. Aggregate attendance rate for students in their third year (2<sup>nd</sup> &amp; 8<sup>th</sup> grade ) at Hyde was 94.25%</li> </ol>	<p align="center">Student attendance</p>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. Yes</li> </ol>	

<sup>1</sup> 2008-2009 Student Attendance and Enrollment accessed 07/23/09. [http://schools.nyc.gov/NR/ronlyres/B7CC89D2-F7B0-4DFA-92A0-3AA5BBFB597D/65105/Attendance\\_EnrollmentData\\_byDistrict\\_forInternet08.pdf](http://schools.nyc.gov/NR/ronlyres/B7CC89D2-F7B0-4DFA-92A0-3AA5BBFB597D/65105/Attendance_EnrollmentData_byDistrict_forInternet08.pdf)

<b>Goal/Objective: Desired Level of Attainment</b>	<b>Actual Result: Observed Level of Attainment</b>	<b>Measure Used To Indicate Attainment of The Goal/Objective</b>	<b>Was the Goal/ Objective Met? (Y/N)</b>	<b>Explanation if Not Met</b>
<b>Student Attrition</b> <ol style="list-style-type: none"> <li>1. 25% or less of first-year students will fail to return to HLCS for their second year.</li> <li>2. 20% or less of second-year students will fail to return to HLCS for their third year.</li> <li>3. 15% or less of students will fail to return to HLCS after each ensuing year.</li> </ol>	<ol style="list-style-type: none"> <li>1. Current estimates show that 8.2% of first year students will not be returning.</li> <li>2. 11% of second year students at Hyde.</li> <li>3. As of July 27, 14% of students in their third year at Hyde will not be returning to Hyde In September 2009.</li> </ol>	Student enrollment	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. Yes</li> <li>3. Yes</li> </ol>	Although we are very satisfied with our student attrition rates, we continue working on providing a great learning environment to our students and their families to main attrition rates low.
<b>Promotion Rates</b> <ol style="list-style-type: none"> <li>1. After their first year at HLCS, students' promotion rates will meet or exceed the average promotion rate at other District 8 schools.</li> <li>2. After their second and third years at HLCS, students' promotion rates will exceed average promotion rates at other District 8 schools.</li> <li>3. After three years at HLCS, students' promotion rates will meet or exceed aggregate promotion rates of all NYC schools combined.</li> </ol>	<ol style="list-style-type: none"> <li>1. First year students at Hyde: 95.4% promoted.</li> <li>2. Second year students at Hyde: 100% promoted</li> <li>3. Third year students at Hyde: 98.7%</li> </ol> <p>Waiting for DOE/district data.</p>	Student enrollment	Unknown (District data not available)	Please see page 36 for further reflection and action plan.

<p align="center"><b>Goal/Objective: Desired Level of Attainment</b></p>	<p align="center"><b>Actual Result: Observed Level of Attainment</b></p>	<p align="center"><b>Measure Used To Indicate Attainment of The Goal/Objective</b></p>	<p align="center"><b>Was the Goal/ Objective Met? (Y/N)</b></p>	<p align="center"><b>Explanation if Not Met</b></p>
<p><b>Adequate Yearly Progress</b> Kindergarten through second grade students in Hyde Leadership Charter School will achieve adequate yearly progress (AYP) as indicated by internal measures outlined below. First through second grade:</p> <ol style="list-style-type: none"> <li>1. 90% of each cohort will test above the 40 percentile on the Gates MacGinitie decoding and vocabulary subtests by June of each school year.</li> <li>2. At least 80% of each cohort will achieve an average performance grade of 80% accuracy on standards-based end of year math assessments.</li> </ol>	<ol style="list-style-type: none"> <li>1. We are still working on final test scores therefore we cannot determine if we met this goal.</li> <li>2. 83% of first grade students exceeded the standards, while 73% of our second graders exceeded the standards on an assessment given during the winter. No assessment was given during the spring.</li> </ol>	<ol style="list-style-type: none"> <li>1. Gates-MacGinitie Reading Test</li> <li>2. Internal Math Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. N/A</li> <li>2. Yes for 1<sup>st</sup> grade, No for 2<sup>nd</sup> grade</li> </ol>	

## *Further Evidence, Reflections, and Action Plans*

### **Goal 1: Math & ELA Performance**

*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 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.*
- 2. After two years at HLCS, these aggregate scores will exceed the district's average.*
- 3. After three years at HLCS, these aggregate scores will meet or exceed the average city-wide aggregate ELA and Math scores.*

### **Reflections**

In our third year of operation our students continue to exceed and meet the average score of those students in District 8 and New York City. We have seen continuous growth on both the ELA and Mathematics exams since we've been in operation.

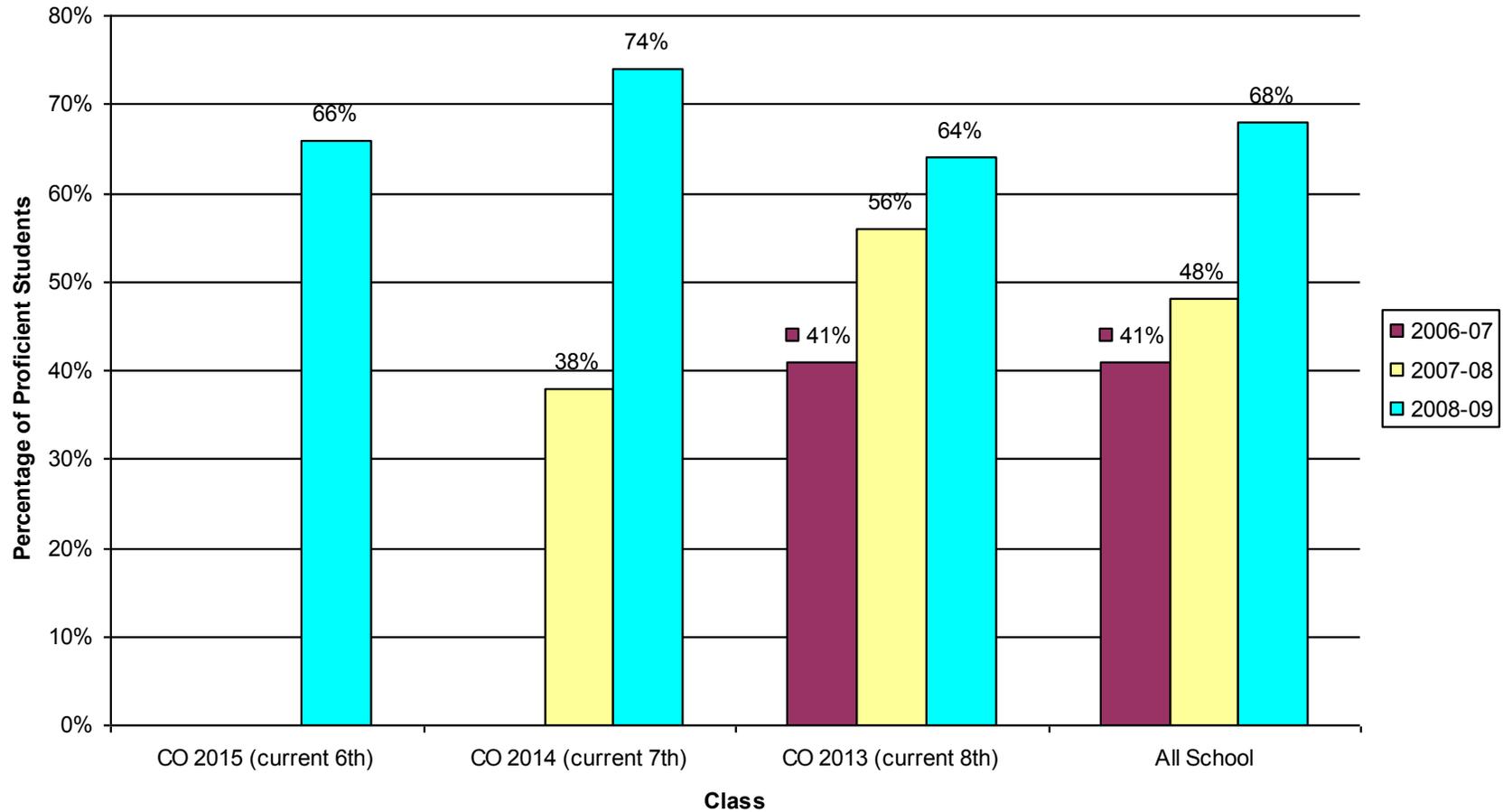
Our students meet Goal #1 in *ELA* except for the cohort of 2<sup>nd</sup> year students in the 6<sup>th</sup> grade (1 of 2 students was not proficient), the first-year cohort in 7<sup>th</sup> grade (3 of 5 students was not proficient), and the third year cohort in the 7<sup>th</sup> grade (4 of 5 students was not proficient). Of the 8 students who held back the cohorts from making the charter goal, 4 are special education students who met their IEP goals, 1 is an English Language Learner who is also being evaluated for Special Education Services, and 2 are currently being evaluated for Special Education Services. The 8<sup>th</sup> student was new to Hyde in November and was excessively absent; we spent the year working with her grandmother and ACS around this issue, as she was missing a great deal of instruction. Thus, 7 of the 8 students who held back the cohorts from making the charter goal are or will most likely be receiving services through our Special Education Teachers or ESL teacher, and the 8<sup>th</sup> student received a great deal of care from our deans and guidance counselor. Working in partnership with their parents, we are on top of each of these cases. We will continue to look at how we can best serve each of these students.

\*Our students meet Goal #1 in *math* except for the cohort of 3<sup>rd</sup> year students in the 7<sup>th</sup> grade (2 of 5 students). One of these students is a special education student and the other is an ESL student who is being evaluated for Special Education services. We will continue to look at how we can serve all of our students in mathematics.

ELA exam reflections:

We are quite pleased with our growth in ELA over the last 3 years. School-wide, we rose from 41% proficiency on the ELA exam in 2006-07 to 48% proficiency in 2007-08 to 68% proficiency in 2008-09. Sixty-six percent of our incoming 6<sup>th</sup> graders were proficient on the exam. Seventy-four percent of the 7<sup>th</sup> graders were proficient on the exam, up from 38% proficiency in 2007-08. Sixty-four percent of our 8<sup>th</sup> graders were proficient on the exam, up from 56% in 2007-08 and 41% in 2006-07.

**HLCS ELA Scores 2006-09**



We further analyzed the 6<sup>th</sup> grade and the two cohorts (1 year students vs. 2 years students at Hyde) as well as those cohorts in the 7<sup>th</sup> grade (first year students, second year students, and third year students). **Our students meet Goal #1 in ELA except for the cohort of 2<sup>nd</sup> year students in the 6<sup>th</sup> grade and the first and third year cohorts in the 7<sup>th</sup> grade in the ELA exam results.** The number of students in these 3 cohorts account for 5% (12 students) of our middle school student body. Of the two students who compose the cohort of 2<sup>nd</sup> year 6<sup>th</sup> graders, one was proficient and the other was not; however, both students are special education students who met their IEP goals. Of the five students who compose the cohort of first year 7<sup>th</sup> graders, two were proficient and three were not; however, all five students came in November and therefore were only with us for two months prior to taking the exam. It is difficult for us to take credit for scores of students with whom we were with for this short of a period. Of the five students who composed the cohort of 3<sup>rd</sup> year 7<sup>th</sup> graders, one was proficient and four were not; of the four students who were not proficient, one is an ESL student, another is a special education student, and the other two have recently been evaluated for special education services. We are on top of each of these students and they are all receiving services, but we need to take a deeper look at students who have been retained.

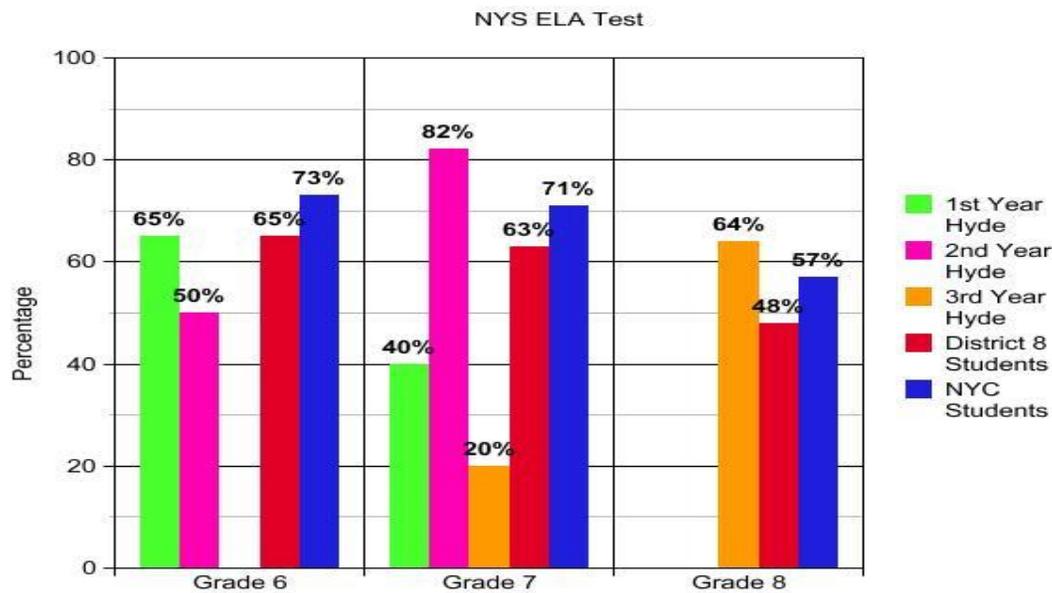
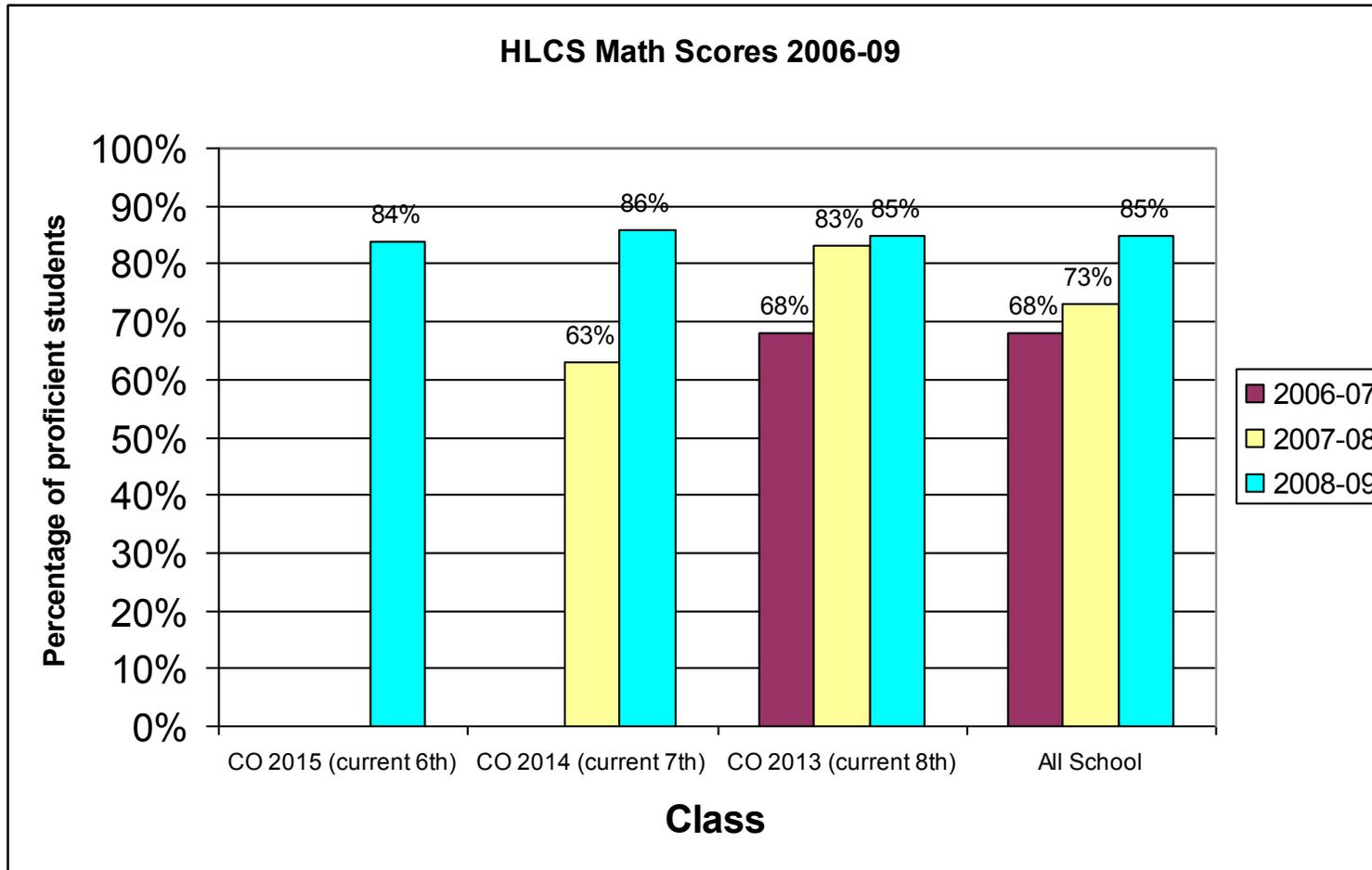


Figure 2: Students with a score of 3 or 4 in the NYS ELA Test.

Math exam reflections:

We are also excited about our students' continuous growth in math over the last 3 years. School-wide, we rose from 68% proficiency on the math exam in 2006-07 to 73% proficiency in 2007-08 to 85% proficiency in 2008-09. This year, 84% percent of our incoming 6<sup>th</sup> graders were proficient on the exam. Eighty-six percent of the 7<sup>th</sup> graders were proficient on the exam, up from 63% proficiency in 2007-08. Eighty-five percent of our 8<sup>th</sup> graders were proficient on the exam, up from 83% in 2007-08 and 68% in 2006-07.



We further analyzed the 6<sup>th</sup> grade and the two cohorts (1 year students vs. 2 years students at Hyde) as well as those cohorts in the 7<sup>th</sup> grade (first year students, second year students, and third year students). **Our students meet Goal #1 in math except for the cohort of 3<sup>rd</sup> year students in the 7<sup>th</sup> grade.** The number of students in this cohort accounts for 2% (5 students) of our middle school student body. Of the five students who compose this cohort of 3<sup>rd</sup> year 7<sup>th</sup> graders, 3 were proficient and 2 were not; of the two students who were not proficient, one is an ESL student who has just been evaluated for Special Education services and the other is a Special Education student who has met his IEP goals. Like we do with all of our students who are not proficient, we will look at both of these students to determine what they need.

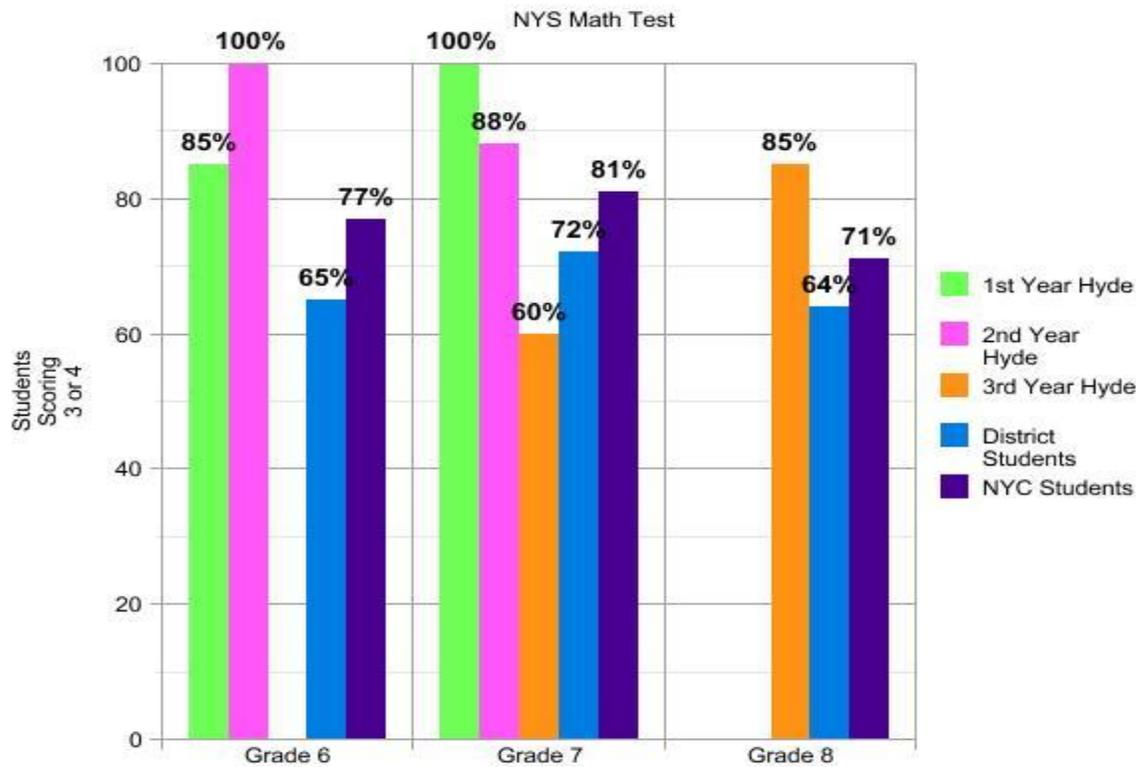


Figure 1: Students with a score of 3 or 4 in the NYS Math exam.

## **Action Plan**

### *ELA*

In order to continue the growth we have made over the last 3 years, we have taken several action steps. First, we have added more time for literacy into the students' schedule next year. Second, we moved from working with a part-time literacy coach last year to hiring a full-time literacy this year; she will work with all of our middle school teachers in order to improve instruction in reading and writing. Third, we revised our writing curriculum this summer and are planning to implement a writing mechanics program developed by the University of Kansas next year. Fourth, we will continue to use our intervention program, and teachers have also developed individual student action plans for all students receiving a 1 or 2 on the ELA exam. This will help us to target all students who were not proficient, and especially those students who were in the cohorts of students who did not meet the goals of the charter. Finally, we will continue to use the Fountas and Pinnell benchmark assessment, internally developed benchmark assessments, and the results of the ELA exam in order to track student progress and target areas in need of growth.

### *Math*

This past school year, we added a part-time math coach to oversee mathematics instruction in the middle school. We also moved from a self-contained teacher in 6<sup>th</sup> grade mathematics to a departmentalized structure, hiring a certified math teacher in the 6<sup>th</sup> grade. In order to continue this growth in math, we have taken several steps. First, we have added more time for mathematics into the students' schedule next year. We hope to use this time to focus more on our students' problem-solving skills. Second, our math teachers and math coach will receive even more professional development from an outside math coach. Third, teachers have developed individual student action plans for all students receiving a 1 or 2 on the math exam. This will help us to target all students who were not proficient, and especially those students who were in the cohort of students who did not meet the goals of the charter. We will continue to use internally developed math benchmarks and the results of the math exam in order to track student progress and target areas in need of growth.

## **Goal 2: Writing Performance**

*Aggregate writing scores will exceed the national norm curve equivalent (NCE).*

- 1. Aggregate scores of students who have attended HLCS for three years will match the national NCE.*
- 2. Aggregate scores of students who have attended HLCS for five years will exceed the national NCE.*

**Goal was deleted from our charter and submitted for review to the New York State Education Department, Board of Regents. Amendment was approved in March, 2009.**

**As we explained in the amendment, we have not found a writing assessment that meets the needs of our school. We will use formal and informal writing assessments created by teachers as well as the state ELA exam.**

### **Goal 3: Character Development**

*Each student at HLCS will develop courage, curiosity, concern, integrity and leadership.*

- 1. For elementary school, 80% of students who have been at HLCS for two years will show progress toward, or will have achieved, a rating of "effort" on the Hyde EEMO (Excellence, Effort, Motions, Off-Track) scale. (Please refer to section VII. 3 and Exhibit U in the charter.)*
- 2. For intermediate school, 80% of students who have been at HLCS for three years will show progress toward, or will have achieved, a rating of "effort" on the Hyde EEMO scale.*
- 3. For high school, 80% of students who have been at HLCS for four years will have achieved a rating of "effort" on the Hyde EEMO scale.*

**This goal was deferred and approved by the New York State Education Department, Board of Regents in March, 2009.**

**Although we consistently use the EEMO (Excellence, Effort, Motions, Off-Track) scale of self assessment and peer assessment to help develop character in our community, this tool does not adequately measure the extent to which a student has developed courage, curiosity, concern, integrity or leadership. Therefore we are currently working With Dr. Matthew Davidson and Dr. Thomas Lickona of the Center for the 4<sup>th</sup> and 5<sup>th</sup> Rs at Cortland State University to define a new set of character metrics and evaluative tools to measure progress against such metrics. The proto-type instrument was piloted with 6<sup>th</sup> grade students in May 2007 and we anticipate starting using this instrument during the 2009-2010 school year. When we apply for our charter renewal, we expect to be able to incorporate the use of this instrument against our character goal.**

#### **Goal 4: Parent Participation**

*At least 80% of parents, guardians or other committed adults will participate in at least six parent events/activities each year.*

*Events/activities include: Family Days, Parent Discovery nights, parent teacher conferences, parent/family retreats and workshops.*

#### **Further Evidence**

We are happy with the parent results from the DOE Learning Environment Survey of our school. 87% of our parents responded to the survey (an increase of 3% over last year.) Of those, 98% were very satisfied (66%) or satisfied (32%) with the opportunities offered for parent involvement.

#### **Reflections**

Although we fell short of our goal by 5% — 75% of our parents participated in at least six parent events — we continue to improve our parent participation, especially in terms of leadership and commitment. This year eight parents became facilitators of our parent Discovery Groups, and another five were trained to take leadership roles beginning in fall 2010. While we strive for higher attendance, we maintain our priority on ensuring that the parents who do attend our events come away with a meaningful experience.

We held two Family Summits (one weekend retreat and one meeting at school) to hear feedback and ideas from our parents on how to improve our programs. As a result of this valuable input, we have tailored some events in the 2009-10 calendar to meet the needs expressed. For example, we will offer parent workshops on such topics as “grandparents raising children” and “discipline at home” and “managing my money.”

We also increased the number of family retreats in 2008-09. These weekend experiences deepen the bonds between parent and child as well as between home and school. We will increase the number of retreats again next year, offering 10 in the 2009-10 school year.

Parent participation has also played an important role in our school governance. We have an active parent council who meets regularly and has a voice that is taken into account when important decisions are made.

#### **Action Plan**

In order to increase parent participation, we will take the following steps throughout the 2009-10 school year: We will use more technology to remind our parents of all events. This would include texting them, email, timely use of Facebook, My Space and our school website, as well as phone calls (personal and automated,) flyers, and other in-the-student’s-backpack reminders. We will implement a “Parent Buddy System” where veteran parents serve as “buddies” to low-attendance and new parents. With our leadership parents, we have already begun the process of assigning parents to buddies. Finally, we will continue to increase our outreach to Spanish-speaking families by hiring a bi-lingual staff assistant and using more Spanish-speaking parent volunteers.

**Goal 5: Parent Satisfaction**

*75% of our parents will complete the Department of education annual environmental survey and Hyde will receive a score of 7 or better in all categories.*

**Further Evidence**

Parent response to the DOE Learning Environment Survey was excellent. 87% of parents completed the survey, compared to 84% last year and 45% of parents citywide. We received a goal of 7 or better in all categories. Further, on the important survey questions, our parents scored high: 98% were satisfied or very satisfied with “the education my child has received this year” and “My opportunities to be involved in my child’s education.” 96% of our parents said they were satisfied or very satisfied with ‘how well the school communicated with me.’”

**Reflections**

The high participation rate of our parents in the DOE survey shows us our families are engaged with their child’s education. Their responses indicating high levels of satisfaction are also significant. On two occasions this year, we held “Family Summit” conferences devoted to hearing feedback from our parents. These were productive gatherings, one on a Saturday morning and the other a weekend retreat. We will repeat this practice yearly to continue the close partnership with our families.

**Action Plan**

We are committed to being responsive to input from our parents. Next year we plan to offer workshops on topics and issues specifically requested by our families. These include such topics as “how to deal with bullying” and “helping my young child with homework” and “managing my money.” At the same time, we are planning to increase the input from parents by using monthly surveys/evaluations after each parent event. These will give us practical insight into what aspects of our program parents find most valuable. We will use this information in our program planning.

### Goal 6: Student Attendance

Attendance at HLCS will exceed city averages.

1. During their first, second, and third years at HLCS, students' attendance rates will meet or exceed average attendance at other District 8 schools.
2. After three years at HLCS, students' attendance rates will meet or exceed aggregate attendance rates of all NYC schools combined.

### Further Evidence

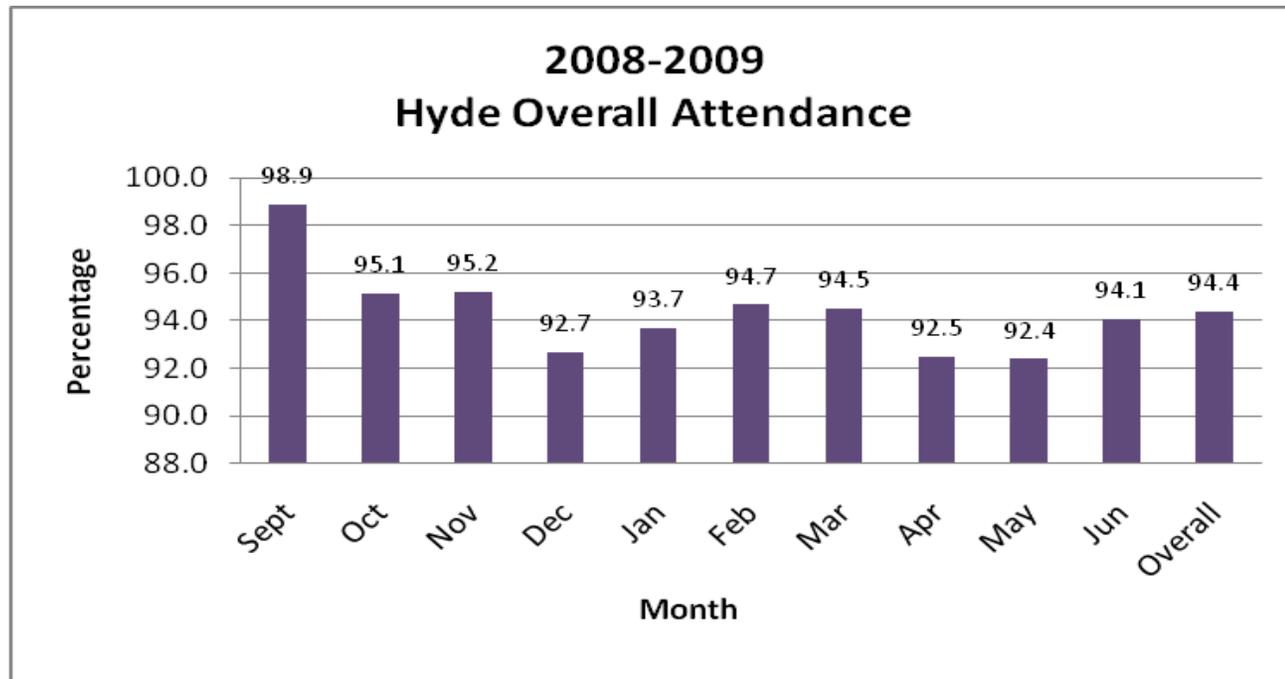


Figure 2: Hyde Monthly Attendance Averages

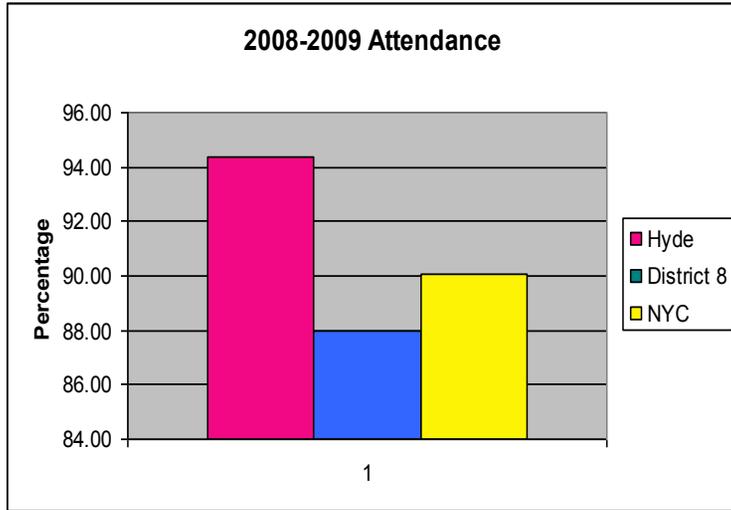


Figure 3: Yearly Hyde attendance vs. District 8 and NYC

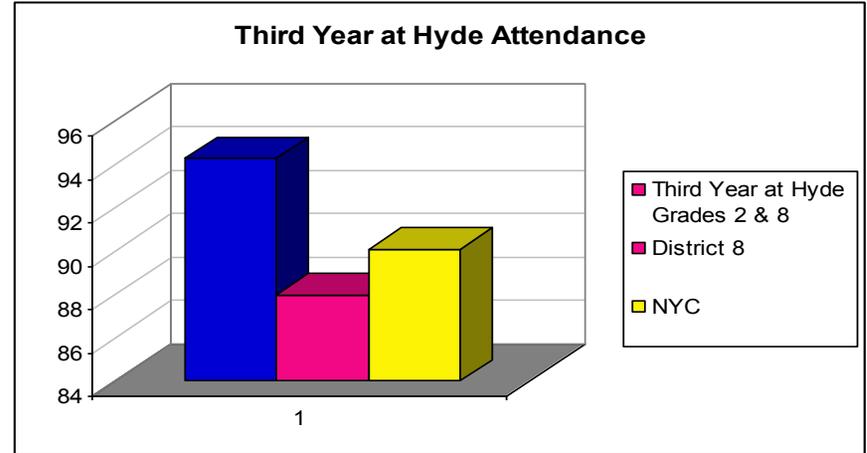


Figure 4: Hyde attendance for third year students

### Reflections

We are proud that our efforts to follow up with absent students this year have improved our attendance average from 93.7% in 2007-08 to 94.4% in 2008-09. In addition, these efforts have made our attendance rates to exceed average attendance rates for District 8 and New York City. Students that have been at our school for three years (grade 2<sup>nd</sup> and 8<sup>th</sup>) have also exceeded aggregate attendance rates of all NYC schools combined.

### Action Plan

In order to increase our attendance rates, we will take the following steps throughout the 2009-10 school year:

- We will increase awareness of student attendance by posting weekly and monthly averages in a public area, notifying teachers of class averages, and sending notices to parents of students with high numbers of absences.
- We will require students who are chronically absent (defined as exceeding a set number of absences each month) to attend Saturday Academy.

**Goal 7: Student Attrition**

1. 25% or less of first-year students will fail to return to HLCS for their second year.
2. 20% or less of second-year students will fail to return to HLCS for their third year.
3. 15% or less of students will fail to return to HLCS after each ensuing year.

**Further Evidence**

Grade in 2008-09	Number of First-Year Students in 2008-09	Number of Students Failing to Return in 2009-10	Attrition Rate
K	72	4	5.6%
6	78	4	5.1%
7	9	5	55.6%
<b>Total</b>	<b>159</b>	<b>13</b>	<b>8.2%</b>

\* Estimates as of 7/27//08.

Grade in 2008-09	Number of 2n-Year Students in 2008-09	Number of Students Failing to Return in 2009-10*	Attrition Rate*
K	2	2	100%
1	73	5	7%
6	2	2	100%
7	64	6	9%
<b>Total</b>	<b>141</b>	<b>15</b>	<b>11%</b>

\* Estimates as of 7/27//08.

Grade in 2008-09	Number of 3rd-Year Students in 2008-09	Number of Students Failing to Return in 2009-10*	Attrition Rate*
1	4	1	25%
2	65	5	8%
7	5	1	20%
8	81	14	17%
<b>Total</b>	<b>155</b>	<b>21</b>	<b>14%</b>

\* Estimates as of 7/27//08.

See Section II, Charter School Student and Teacher Attrition Rates, (page 39) for detailed disaggregation of student attrition data.

**Reflections**

We are proud that our attrition rate remains far below our stated goals as it appears from early estimates.

**Action Plan**

We believe that our commitment to the education of the whole child and of the family will enable us to continue to build long-lasting relationships with our students and families.

**Goal 8: Student Promotion Rates**

1. After their first year at HLCS, students' promotion rates will meet or exceed the average promotion rate at other District 8 schools.
2. After their second and third years at HLCS, students' promotion rates will exceed average promotion rates at other District 8 schools.
3. After three years at HLCS, students' promotion rates will meet or exceed aggregate promotion rates of all NYC schools combined.

**Further Evidence**

Number of Years Student has been at Hyde	Grade	End of Year Enrollment	Number of Students Promoted	Promotion Rate
1	K	68	62	144/151=95.4%
	1	0	0	
	2	0	0	
	6	78	77	
	7	5	5	
	8	0	0	
2	K	2	2	139/139=100%
	1	71	71	
	2	0	0	
	6	2	2	
	7	64	64	
	8	0	0	
3	K	0	0	147/149=98.7%
	1	4	4	
	2	63	61	
	6	0	0	
	7	4	4	
	8	78	78	

This data is tentative pending students' completion of the 2009 summer term.

**Reflections**

District data is not available at this point and therefore, evaluating this goal is difficult. However, we are satisfied that promotion rates for first, second, and third year students are well above 90%.

We have requested the pertinent district data from the DOE and will reevaluate and resubmit under separate cover once it becomes available.

**Action Plan**

In the 2009-10 school year, we will continue to provide targeted intervention to students who we identify as needing extra assistance to ensure that all students perform on grade level.

**Goal 9: AYP**

*Kindergarten through second grade students in Hyde Leadership Charter School will achieve adequate yearly progress (AYP) as indicated by internal measures outlined below.*

*First and second grade:*

- 1. 90% of each cohort will test above the 40 percentile on the Gates MacGinitie decoding and vocabulary subtests by June of each school year.*
- 2. At least 80% of each cohort will achieve an average performance grade of 80% accuracy on standards-based end of year math assessments.*

**Further Evidence**

We cannot determine whether we met this goal for two reasons:

- 1.) We are still awaiting the results of the Gates MacGinitie exam
- 2.) As outlined in our charter amendment, we have been transitioning to a new math curriculum and therefore did not administer the Saxon assessment in the spring

**Action Plan**

In regards to the Gates MacGinitie scores, we will send an addendum when we have them and apologize for the tardiness. In regards to the Saxon assessments, we are working with teachers and math consultants to develop strong internal benchmarks that correspond with state standards as well as our new elementary math curriculum, *Growing with Math*. We will assess our K-2 students against these benchmarks in next year's annual report with our amended charter goal #9.

*Section II*

*Charter School Student and Teacher Attrition Rates*

**Charter School Student Attrition Rates  
2008-09**

	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>	<b>2005-06</b>
Number of students leaving for lack of transportation	0	1	6	N/A
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	6	17	4	N/A
Number of students leaving for more restrictive special education setting	2	1	1	N/A
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	14	14	2	N/A
Number leaving for other reasons (undetermined)	0	1	0	N/A
Total number of students leaving	22	34	13	N/A
Highest Number Enrolled (July 1 – June 30)	450	332	198	N/A
<b>Total Percent Attrition</b>	<b>4.9%</b>	<b>10.2%</b>	<b>6.6%</b>	<b>N/A</b>

**Charter School Teacher Attrition Rates  
2008-09**

	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>	<b>2005-06</b>
Number of Classroom Teachers	24	14	8	N/A
Number of Special Area Teachers	13	15	7*	N/A
Total Number of Teachers	37	29	15*	N/A
Total Number of Teachers Leaving	11	1	7*	N/A
<b>Total Percent Attrition</b>	<b>29.7%</b>	<b>3.4%</b>	<b>46.7%</b>	<b>N/A</b>

\*Includes 4 part-time staff members who were hired for a limited time period.

Section III

THE UNIVERSITY OF THE STATE OF NEW YORK  
 THE STATE EDUCATION DEPARTMENT  
 OFFICE OF ELEMENTARY, MIDDLE,  
 SECONDARY AND CONTINUING EDUCATION  
 PROGRAMS  
 ROOM 462, EDUCATION BUILDING ANNEX  
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL  
 REPORT OF FISCAL PERFORMANCE  
 FOR THE SCHOOL YEAR ENDED 6/30/09

Charter School Code:

3	2	0	8	0	0	8	6	0	9	0	3
---	---	---	---	---	---	---	---	---	---	---	---

<b>Charter School Name:</b> HYDE LEADERSHIP CHARTER SCHOOL
<b>Contact Person:</b> CLIFFORD VAN VOORHEES (C.O.O.) <b>Phone:</b> 718.991.5500 OPTION 7

REVENUES

A. STATE SOURCES	\$27,400
B. FEDERAL SOURCES	478,800
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	5,535,000
2. STATE AID-PUPILS WITH DISABILITIES	259,000
3. FED. AID-PUPILS WITH DISABILITIES	50,200
4. OTHER REV FROM PUB SCH DISTRICTS	60,400
D. ALL OTHER REVENUES	261,300
E. TOTAL REVENUES FROM ALL SOURCES	<u>\$6,672,100</u>
S. ENROLLMENT	445
T. EXPENDITURES PER PUPIL	<u>\$13,149</u> (R/S)

SALARIES

F. GENERAL ADMINISTRATION	\$336,100
G. INSTRUCTIONAL SUPERVISION	584,900
H. ALL OTHER INSTRUCTION	1,869,700
I. PUPIL SERVICES	529,500
J. PUPILS WITH DISABILITIES	403,900
K. TRANSPORTATION	0
L. COMMUNITY SERVICE	0
M. OPERATION & MAINTENANCE	31,900
N. EMPLOYEE BENEFITS	
O. DEBT SERVICE	
P. SCHOOL LUNCH	
Q. CAPITAL EXPENSE	
R. GRAND TOTAL EXPENDITURES	<u>\$5,851,200</u>

EXPENDITURES

OTHER      TOTAL

COMPLETED FORM MUST BE RETURNED  
 NO LATER THAN AUGUST 3, 2009

Signature: Joanne Gaudreau  
 Chief School Officer

Date: 7/29/09

*Section IV*

*To be submitted to the Department by November 1, 2009.*

*Section V*

**NEW YORK STATE EDUCATION DEPARTMENT**

**Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09**

**Name (print)**           Joanne Goubourn          

**Name of Charter School**           Hyde Leadership Charter School          

**Charter Entity**           NYC DOE          

**Home Address**           [REDACTED]          

**Business Address**           [REDACTED]          

**Daytime Phone**           [REDACTED]          

**E-Mail Address**           [REDACTED]          

1. List all positions held on board (e.g., chair, treasurer, parent representative):           Member            
\_\_\_\_\_  
\_\_\_\_\_

2. Is the trustee an employee of the School?  **Yes**  **No**

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

I am the Head of School responsible for all of the operations of the school.

My salary is \$130,000.

My start date was July 1,2006.

4. Is the trustee an employee or agent of the management company?  **Yes**  **No**

5. Is the trustee an employee or agent of any institutional partner of the School?  **Yes**  **No**

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
7-1-06	Employee of school. Salary	Annual evaluation and Salary consideration. Handled by another Staff member.	Pierre Goubourn - Husband
June 2009	Paid \$189.00 for conducting new student- family interviews	Handled by the Family Learning Center and paid through business office transaction.	Lauren Walcott Daughter

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 School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

*Jeanne Corbourn*  
Signature

7/27/09  
Date

Subscribed and sworn to before me this 27<sup>th</sup> day of July, 2009.

*Herbert B. Fixler*  
Notary Public

HERBERT B. FIXLER  
Notary Public, State of New York  
No. 02F14841657  
Qualified in New York County  
Commission Expires Sept. 30, 2009

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) HENDEAT B. FIXLER

Name of Charter School Hyde Leadership Charter School

Charter Entity NYC DOE

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative): CHAIR

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Is the trustee an employee of the School? \_\_\_ Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
	NONE		

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 School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	None		

*Herbert Hill*  
Signature

7/14/09  
Date

Subscribed and sworn to before me this 14<sup>th</sup> day of July, 2009.

*Stephanie Lehman*  
Notary Public



Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Steven Cary

Name of Charter School Hyde Leadership Charter School

Charter Entity NYC DOE

Home Address

Business Address

Daytime Phone

E-Mail Address



1. List all positions held on board (e.g., chair, treasurer, parent representative): Vice Chair, Chair of Finance Committee, Chair of Advisory Council

2. Is the trustee an employee of the School? \_\_\_ Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.  
\_\_\_\_\_  
\_\_\_\_\_

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

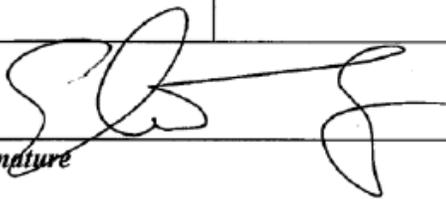
5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
		<p>NONE</p>	

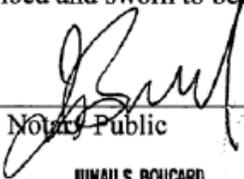
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			

  
 \_\_\_\_\_  
 Signature

7/29/09  
 \_\_\_\_\_  
 Date

Subscribed and sworn to before me this 29 day of July, 2009.

  
 \_\_\_\_\_  
 Notary Public  
 JUNAU S. BOUCARD  
 NOTARY PUBLIC  
 MY COMMISSION EXPIRES MARCH 31, 2013

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Eleanor Denker

Name of Charter School Hyde Leadership Charter School

Charter Entity NYC DOE

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_



1. List all positions held on board (e.g., chair, treasurer, parent representative): \_\_\_\_\_

Hyde Leadership Charter School - Trustee  
\_\_\_\_\_  
\_\_\_\_\_

2. Is the trustee an employee of the School? \_\_\_Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Is the trustee an employee or agent of the management company? \_\_\_Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
	NONE		

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 School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	( NONE )		

Steven R. Decker  
Signature

7/27/09  
Date

Subscribed and sworn to before me this 27<sup>th</sup> day of July, 2009.

Herbert B. Fixler  
Notary Public

HERBERT B. FIXLER  
Notary Public, State of New York  
No. 02FI4841657  
Qualified in New York County  
Commission Expires Sept. 30, 2009

*Section V*

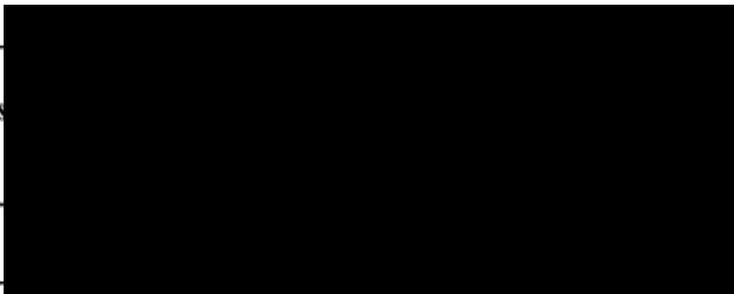
**NEW YORK STATE EDUCATION DEPARTMENT**

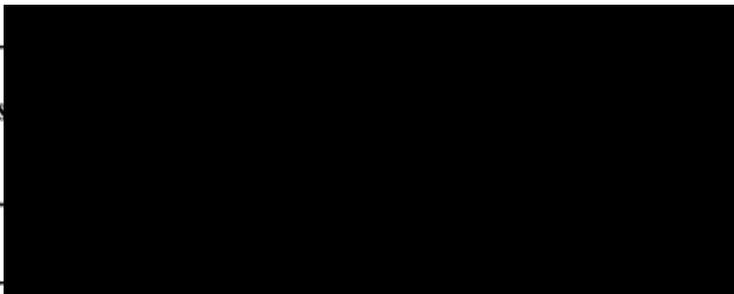
**Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09**

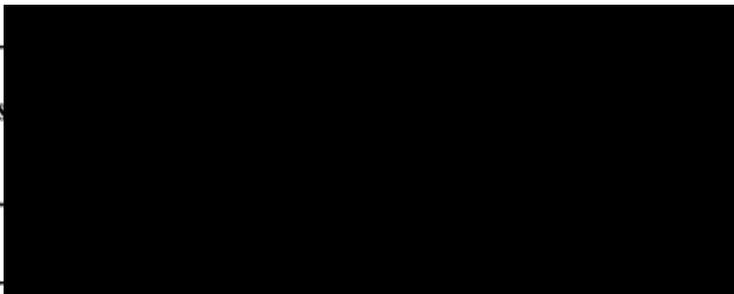
Name (print) Herbert M. Kaplan

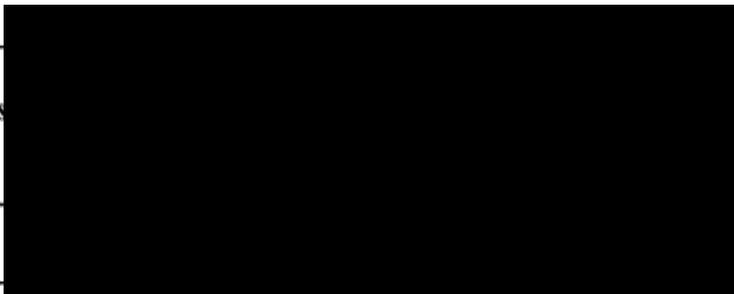
Name of Charter School Hyde Leadership Charter School

Charter Entity NYC DOE

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative): Secretary,  
Chair of Fund Development Committee

2. Is the trustee an employee of the School?  Yes  No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company?  Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School?  Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
	None		

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 School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

Hubert M. Kopke  
Signature

7/26/09  
Date

Subscribed and sworn to before me this 20 day of July 2009

Barbara Notarile  
Notary Public

**BARBARA NOTARILE**  
Notary Public - State of New York  
No. 01NO6108905  
Qualified in New York County  
My Commission Expires April 19, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) David M. Steadly

Name of Charter School Hyde Leadership Charter School

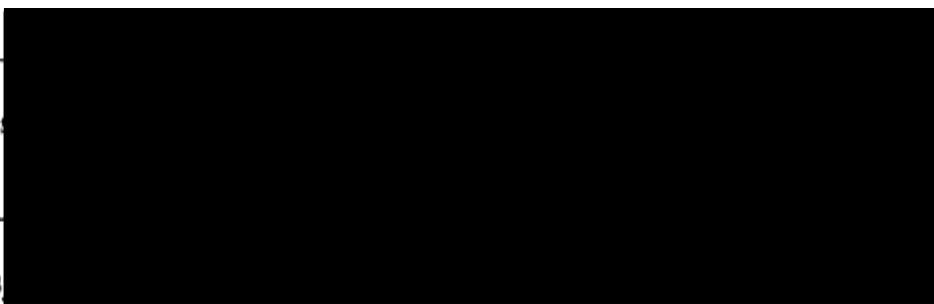
Charter Entity NYC DOE

Home Address

Business Address

Daytime Phone

E-Mail Address



1. List all positions held on board (e.g., chair, treasurer, parent representative): Finance Committee, Technology Committee, Development Committee

2. Is the trustee an employee of the School?  Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company?  Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School?  Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
	None		

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 School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
Citigroup/Citibank Smith Barney until 5/31/09 as of 6/1/09 Morgan Stanley Smith Barney	Banking and Investment Services	up to \$2.5 million in balances	David M. Steady Senior Vice President - wealth management Morgan Stanley, Smith Barney 399 Park Ave, 12 <sup>th</sup> Fl. New York, NY 10022 employee/shareholder

David M. Steady  
Signature

7/27/09  
Date

Subscribed and sworn to before me this 27<sup>th</sup> day of July, 2009.

Herbert B. Fixler  
Notary Public

HERBERT B. FIXLER  
Notary Public, State of New York  
No. 02F14841657  
Qualified in New York County  
Commission Expires Sept. 30, 2009

*Statement of Assurances*

Our signatures 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, that will constitute grounds for the revocation of our charter.

Joanne Goubourn  
Print Name, Head of Charter School

Joanne Goubourn 7/27/09  
Signature and Date

Subscribed and sworn to before me this 27<sup>th</sup> day of July, 2009.

Herbert B. Fixler  
Notary Public

**HERBERT B. FIXLER**  
Notary Public, State of New York  
No. 02FI4841657  
Qualified in New York County  
Commission Expires Sept. 30, 2009

Herbert B. Fixler  
Print Name, President, Board of Trustees

Herbert B. Fixler 7/27/09  
Signature and Date

Subscribed and sworn to before me this 27<sup>th</sup> day of July, 2009.

Eleanor R. Denker  
Notary Public

**ELENOR R. DENKER**  
Notary Public, State of New York  
No. 01DE4781602  
Qualified in Queens County  
Commission Expires 5/21/11

