

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
2007 - 2008

Charter School Information and Cover Page

Name of Charter School	Hyde Leadership Charter School		
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Telephone	(718) 991-5500	Fax	(718) 842-8617
BEDS #	320800860903		
District/CSD of Location	New York City, District 8		
Charter Entity	New York City Department of Education		
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Section I

CHARTER SCHOOL STUDENT ASSESSMENT DATA

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*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2007-08 Annual Report*

Name of Charter School: Hyde Leadership Charter School

Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2007-08													2.6	58.9	38.5	0.0	0.0	44.3	55.7	0.0				
2006-07													0.0	57.8	42.2	0.0								
2005-06																								

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2007-08													7.8	29.9	59.7	2.6	0.0	17.1	64.8	18.2				
2006-07													5.0	27.0	58.0	10.0								
2005-06																								

Numbers may not add to 100% due to rounding.

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>Total Tested</i>	<i>All Students</i>				<i>Total Tested</i>	<i>General Education Students</i>				<i>Total Tested</i>	<i>Students with Disabilities</i>			
			<i>% Scoring:</i>					<i>% Scoring:</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>
Comprehensive English	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
Math A	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
Math B	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
Global History & Geography	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
US History & Gov't.	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
Living Environ.	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
Phys. Setting/ Earth Sci.	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
Phys. Setting/ Chemistry	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
Phys. Setting/ Physics	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														

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>
Comp. French	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
Comp. German	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
Comp. Hebrew	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
Comp. Italian	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
Comp. Latin	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
Comp. Spanish	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>		
Mathematics	2007-08	N/A																
	2006-07	N/A																
	2005-06	N/A																
Science	2007-08	N/A																
	2006-07	N/A																
	2005-06	N/A																
Reading	2007-08	N/A																
	2006-07	N/A																
	2005-06	N/A																
Writing	2007-08	N/A																
	2006-07	N/A																
	2005-06	N/A																
Global Studies	2007-08	N/A																
	2006-07	N/A																
	2005-06	N/A																
US History & Gov't.	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>
French	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
German	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
Italian	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
Latin	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														
Spanish	2007-08	N/A														
	2006-07	N/A														
	2005-06	N/A														

New York State Assessment Results

NYS English as a Second Language Achievement Test	Year	All Students				General Education Students				Students with Disabilities										
		Total Tested	% Scoring:				Total Tested	% Scoring:				Total Tested	% Scoring at or above:							
			<54	55-64	65-84	≥85		<54	55-64	65-84	≥85		<54	55-64	65-84	≥85				
Listening & Speaking (Gr. K-1)	2007-08	3																		
	2006-07	0																		
	2005-06	NA																		
Reading & Writing (Gr. K-1)	2007-08	3																		
	2006-07	0																		
	2005-06	NA																		
Listening & Speaking (Gr. 2-4)	2007-08	NA																		
	2006-07	NA																		
	2005-06	NA																		
Reading & Writing (Gr. 2-4)	2007-08	NA																		
	2006-07	NA																		
	2005-06	NA																		
Listening & Speaking (Gr. 5-6)	2007-08	4																		
	2006-07	0																		
	2005-06	NA																		
Reading & Writing (Gr. 5-6)	2007-08	4																		
	2006-07	0																		
	2005-06	NA																		
Listening & Speaking (Gr. 7-8)	2007-08	3																		
	2006-07	NA																		
	2005-06	NA																		
Reading & Writing (Gr. 7-8)	2007-08	3																		
	2006-07	NA																		
	2005-06	NA																		
Listening & Speaking (Gr. 9-12)	2007-08	NA																		
	2006-07	NA																		
	2005-06	NA																		
Reading & Writing (Gr. 9-12)	2007-08	NA																		
	2006-07	NA																		
	2005-06	NA																		

2007-08 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>
Elementary Social Studies	2007-08	N/A				
	2006-07	N/A				
	2005-06	N/A				
Middle Level Social Studies	2007-08	N/A				
	2006-07	N/A				
	2005-06	N/A				
Secondary Level Social Studies	2007-08	N/A				
	2006-07	N/A				
	2005-06	N/A				
Secondary Level Science	2007-08	N/A				
	2006-07	N/A				
	2005-06	N/A				

High School Completion Rates

<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>
Total Graduates	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					
Rec'd. a Regents Diploma	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					
Rec'd. a Regents Diploma w/Adv. Designation	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					
Rec'd. IEP Diploma	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					
To 4-Year College	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					
To 2-Year College	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					
To Other Post-Secondary	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					
Dropped Out	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					
Entered Approved HS Equivalency Prep Program	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					
Total Non-Completers	2007-08	N/A					
	2006-07	N/A					
	2005-06	N/A					

**Other Student Assessment Data
2007-08**

Name of Charter School: Hyde Leadership Charter School

Name of Test: Terranova (Complete Battery)

Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
6	9/5/2007	79	0	0	0	79	Mean NCE: 38.6	NA	NA
6	6/3/2008	78	0	0	0	78	Mean NCE: 41.3	NA	NA
7	9/5/2007	89	0	0	0	89	Mean NCE: 44.4	NA	NA
7	6/3/2008	87	1	0	0	86	Mean NCE: 48.7	NA	NA

* 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.”

**Other Student Assessment Data
2007-08**

Name of Charter School: Hyde Leadership Charter School

Name of Test: Terranova (Complete Battery)

Subtest: Language

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
6	9/5/2007	79	0	0	0	79	Mean NCE: 37.7	NA	NA
6	6/3/2008	78	0	0	0	78	Mean NCE: 42.6	NA	NA
7	9/5/2007	89	0	0	0	89	Mean NCE: 49.8	NA	NA
7	6/3/2008	87	1	0	0	86	Mean NCE: 51.1	NA	NA

* 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.”

**Other Student Assessment Data
2007-08**

Name of Charter School: Hyde Leadership Charter School

Name of Test: Terranova (Complete Battery)

Subtest: Social Studies

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
6	9/5/2007	79	0	0	0	79	Mean NCE: 41.0	NA	NA
6	6/2/2008	78	0	0	0	78	Mean NCE: 43.2	NA	NA
7	9/5/2007	89	0	0	0	89	Mean NCE: 45.2	NA	NA
7	6/2/2008	87	1	0	0	86	Mean NCE: 47.1	NA	NA

* 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.”

**Other Student Assessment Data
2007-08**

Name of Charter School: Hyde Leadership Charter School

Name of Test: Terranova (Complete Battery)

Subtest: Math

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
6	9/5/2007	79	0	0	0	79	Mean NCE: 43.9	NA	NA
6	6/4/2008	78	0	0	0	78	Mean NCE: 40.2	NA	NA
7	9/5/2007	89	0	0	0	89	Mean NCE: 48.1	NA	NA
7	6/4/2008	87	1	0	0	86	Mean NCE: 53.7	NA	NA

* 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.”

**Other Student Assessment Data
2007-08**

Name of Charter School: Hyde Leadership Charter School

Name of Test: Terranova (Complete Battery)

Subtest: Science

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
6	9/5/2007	79	0	0	0	79	Mean NCE: 33.8	NA	NA
6	6/2/2008	78	0	0	0	78	Mean NCE: 35.8	NA	NA
7	9/5/2007	89	1	0	0	88	Mean NCE: 40.8	NA	NA
7	6/2/2008	87	1	0	0	86	Mean NCE: 46.6	NA	NA

* 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
2007-08**

Charter School Name: Hyde Leadership Charter School

School Year: 2007-08

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<p>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.</p> <ol style="list-style-type: none"> 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. 	<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"> 1. First-year students at Hyde (6th grade), 38.5% in ELA and 62.3% in Math. District 8 (6th grade), 41.8% in ELA¹ and 63.5% in math² 2. Second-year students at Hyde (7th grade), 55.7% in ELA and 82.4% in Math. District 8 (7th grade), 48.9% in ELA and 59.7% in math. 3. Not assessed (no third-year students) 	<p>NYS Math and ELA Exams</p>	<ol style="list-style-type: none"> 1. No 2. Yes 3. N/A 	<p>First-year students only attend Hyde for a few months before the Math and ELA tests are administered, and we were unable to improve our students' scores in that time. The dramatic increase among second year students, however, is a promising indicator of future growth. Please see page 25 for further reflections and action plan.</p>

¹ New York City Department of Education Website. Accessed July 9, 2008.

<http://schools.nyc.gov/accountability/Reports/Data/TestResults/2008/ELA/Excel/ElA%2038%20School%20By%20Grade%202006-08.xls>

² New York City Department of Education Website. Accessed July 9, 2008.

<http://schools.nyc.gov/Accountability/Reports/Data/testresults/2008/math/Excel/Math%2038%20School%20By%20Grade%202006-2008.xls>

<p align="center">Goal/Objective: Desired Level of Attainment</p>	<p align="center">Actual Result: Observed Level of Attainment</p>	<p align="center">Measure Used To Indicate Attainment of The Goal/Objective</p>	<p align="center">Was the Goal/ Objective Met? (Y/N)</p>	<p align="center">Explanation if Not Met</p>
<p>Writing Performance Aggregate writing scores will exceed the national norm curve equivalent (NCE).</p> <ol style="list-style-type: none"> 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. 	<p align="center">Not assessed this year</p>	<p align="center">Not assessed this year</p>	<p align="center">Not assessed this year</p>	<p align="center">Not assessed this year</p>
<p>Character Development Each student at HLCS will develop courage, curiosity, concern, integrity and leadership.</p> <ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Not assessed 2. Not assessed this year 3. Not assessed this year 	<p align="center">Self, peer, and faculty evaluations using the EEMO scale</p>	<p align="center">Not assessed</p>	<p>The EEMO scale is not an appropriate measure to indicate attainment of this objective. We have contracted with Cornerstone Consulting and Evaluation to develop a more appropriate measure and have begun the process of requesting an amendment to our charter to modify this goal. Please see page 28 for more information and an action plan.</p>

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<p>Parent Participation At least 75% of parents, guardians or other committed adults will participate in at least one Parent Weekend or Family Learning Center retreat each year and in 50% of their NYC meetings.</p>	<p>82.6% of parents participated in at least one Parent Weekend or Family Learning Center retreat, and 66.3% of parents participated in at least 50% of their NYC meetings.</p>	<p>Parent attendance at events and meetings</p>	<p>Yes -Met first half of the objective No-Did not meet second half of the objective</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 29 for further reflections and action plan.</p>
<p>Parent Satisfaction The aggregate exit survey scores of HLCS parents will average at least 80% indicating that HLCS is making a difference in their lives and the likely success of their children.</p>	<p>96% of parents agreed that their child “is learning what he or she needs to know to succeed in later grades or after graduating from high school.” 99% of parents were satisfied with “the education [their] child has received this year.”³</p>	<p>DOE Learning Environment Survey selected questions</p>	<p>Yes</p>	<p>We are proud of the difference we are making in the lives of students and their parents. We would, however, like to measure this objective more precisely. Please see page 30 for further reflections and an action plan.</p>

³ New York City Department of Education Learning Environment Survey. Accessed July 7, 2008. http://schools.nyc.gov/OA/SchoolReports/2007-08/Survey_X345.pdf

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<p>Student Attendance Attendance at HLCS will exceed city averages.</p> <ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. The yearlong average attendance at Hyde Leadership for students in their first, second, or third years this year was 93.46%. The average attendance at other District 8 schools was 88.03%. The average attendance in all NYC schools was 90.17%.⁴ 2. Not assessed; no students have been enrolled for more than 3 years. 	<p>Student attendance</p>	<p>Yes</p>	<p>We are pleased that our student attendance exceeded both the District 8 and NYC averages. We do not feel satisfied with this level of performance, however, and our goal for next year is 95%. Please see page 31 for further reflections and action plan.</p>

⁴ New York City Department of Education Website. Accessed July 9, 2008. <http://schools.nyc.gov/AboutUs/DOEData/Stats/attendance/default.htm>

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<p>Student Attrition</p> <ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. In September 2007, 28 out of 198 first-year students who were enrolled in 2006-2007 (14.4%) failed to return for their second year. As of this writing, 9 out of 162 first-year students who were enrolled in 2007-08 (5.5%) have withdrawn. 2. Unknown until September 2008. As of this writing, 11 out of 170 second-year students (6.5%) have withdrawn. 3. Unknown until September 2009. 	<p>Student enrollment</p>	<p>Yes</p>	<p>Student attrition is low at HLCS, but please see page 32 for further reflections and an action plan as to how we plan to maintain these low numbers.</p>

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<p>Promotion Rates</p> <ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. First year students at Hyde: 94.1% promoted. 2. Second year students at Hyde: 98.8% promoted 3. No third year students. <p>Waiting for DOE/district data.</p>	<p>Student enrollment</p>	<p>Unknown (District data not available)</p>	<p>Please see page 33 for further reflection and action plan.</p>
<p>Adequate Yearly Progress</p> <p>Kindergarten through second grade students in Hyde Leadership Charter School will achieve adequate yearly progress (AYP) as indicated by internal measures outlined below.</p> <p>Kindergarten through second grade:</p> <ol style="list-style-type: none"> 1. Students will attend school at least 90% of all days school is in session. <p>First and second grade:</p> <ol style="list-style-type: none"> 2. 90% of each cohort will test above the 40 percentile on the Gates MacGinitie decoding and vocabulary subtests by April of each school year. 3. 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. 	<ol style="list-style-type: none"> 1. Kindergarten through second grade students achieved 91.99% average attendance. 2. In March, 75% of first grade students tested above the 40th percentile. Second graders are not currently enrolled. 3. Not assessed. 	<ol style="list-style-type: none"> 1. Student attendance 2. Gates-MacGinitie Reading Test 3. Not assessed 	<ol style="list-style-type: none"> 1. Yes 2. No 3. N/A 	<p>We met part 1 of this goal, did not meet part 2, and did not collect data on part 3. Please see page 34 for further reflections and action plan.</p>

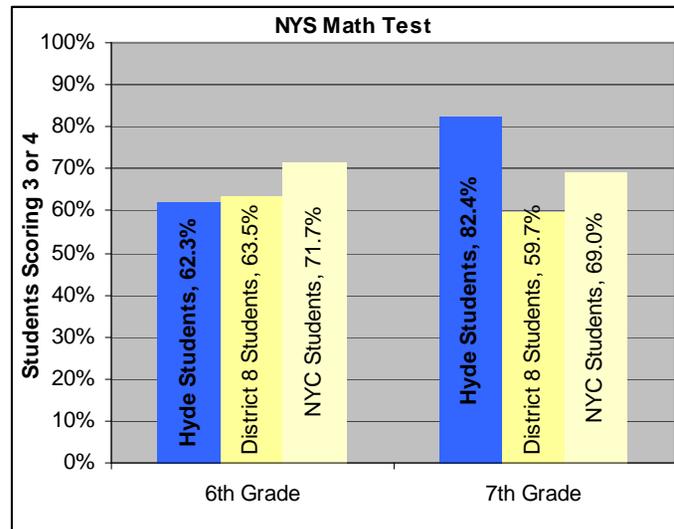
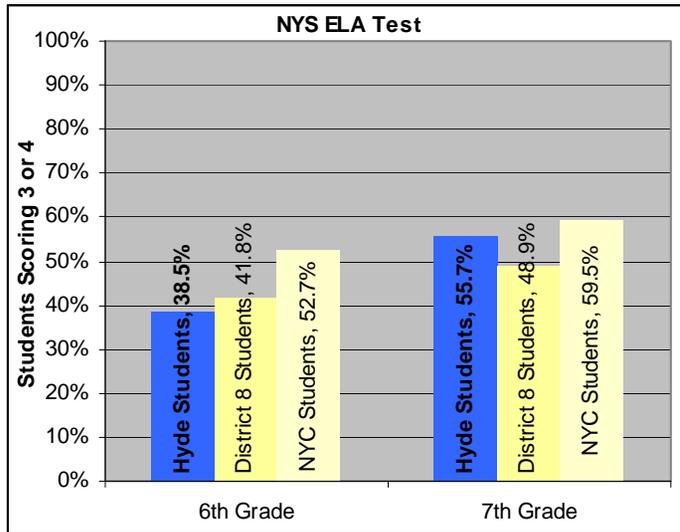
Further Evidence, Reflections, and Action Plans

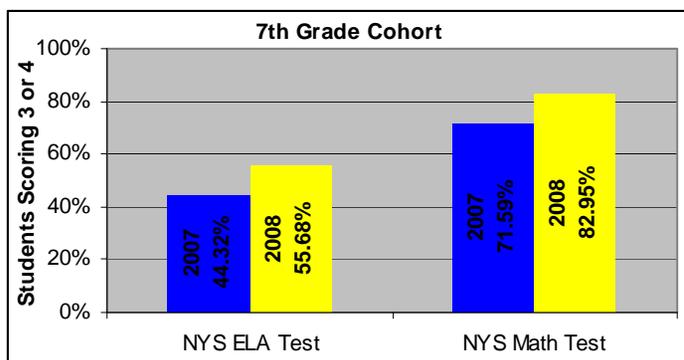
Goal 1: Math & ELA Performance

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.

Further Evidence





Reflections

In our second year of operation, our first-year students are close to (but not yet meeting) the District averages for the ELA and Math tests, while our second-year students are far exceeding those averages. In addition, our second-year students in the seventh grade showed incredible growth in both ELA and Math, growing more than 11 percentage points in each area.

Action Plan

These results identify a need to target both the cohort of students entering the 7th grade as well as the 6th grade curriculum and instruction.

Math

In the 6th grade, we will departmentalize in order to hire a teacher who has content-specific expertise in mathematics. We have already hired a part-time math coach who will support rigorous instruction as well as curriculum alignment across the middle school. We will also focus on more remediation for the most struggling students: the 6th grade math teacher will have time built into her day to work with struggling mathematicians, and after school math support will begin on September 19, much earlier than last year.

ELA

ELA teachers' schedules will be designed to allow them to work in smaller groups with those students who have been identified as needing extra support. We will hire a full-time reading support teacher to provide additional support to struggling readers. We are moving away from our previous literacy consultant and have begun working with AUSSIE literacy consultants to support our efforts to implement a strong and cohesive ELA program. We will continue to train all of our middle school staff in reading and writing across the curriculum and will provide additional professional development around differentiation in the classroom. We will bolster our independent reading program as well as purchase and organize more leveled libraries to provide more opportunities for students to practice reading comprehension strategies and increase fluency. After school support for struggling students will begin September 19.

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.*

Not Assessed This Year**Further Evidence**

Although the assessment of this goal was not required this year, we did administer the Terranova Language Mechanics section to our 6th and 7th grade students. Our 6th grade students (first year at Hyde) performed at a mean NCE of 42.6 and our 7th grade students (second year at Hyde) performed at a mean NCE of 51.1.

Action Plan

We will continue to implement the Collins Writing Program to develop our students' writing abilities and will assess student writing at regular intervals throughout the school year.

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.*

Further Evidence

Not available.

Reflections

The EEMO scale referenced in the Charter is not appropriate for measuring the objective, namely whether or not students have “develop[ed] courage, curiosity, concern, integrity and leadership.” The EEMO scale is not a progressive one; rather, it indicates an individual’s self-assessment of his or her character at a given moment in time. Individuals would be expected to move up and down the scale from month to month and even day to day. Therefore, although students at Hyde employ the EEMO scale consistently, we have chosen not to collect or report that data.

Action Plan

We have therefore contracted with Cornerstone Consulting and Evaluation to develop a more appropriate measure of character. This project is a comprehensive one, including other Hyde schools and seeking to measure the character growth of students, parents, and faculty. We have already begun the initial stages of evaluation for this project and anticipate having usable data next school year.

We have also begun the process of requesting an amendment to our Charter to modify this goal.

Goal 4: Parent Participation

At least 75% of parents, guardians or other committed adults will participate in at least one Parent Weekend or Family Learning Center retreat each year and in 50% of their NYC meetings.

Further Evidence

We are happy with the results from the DOE Learning Environment Survey of our school. 84% of our parents responded to the survey. Of those, 97% were satisfied (26%) or very satisfied (71%) with the opportunities offered for parent involvement.

Reflections

Parent Participation – while short of our goal for the monthly evening meetings — continues to improve and move in the right direction. We went from 61% last year to 82.6% this year attending at least one Family Saturday or retreat, and from 60% last year to 66.3% this year attending least 50% of the Discovery nights.

Our Parent Council and Parent Leadership groups gave us helpful input throughout the year. After several training sessions, many of them are now ready to take on the role of primary facilitator of the Parent Discovery seminar. This will begin in the fall.

We added four retreats to our family calendar in 2007-08. These deepened the bonds between parent and child as well as between home and school.

Action Plan

In order to increase the rate of parent participation in Parent Discovery nights, we will take the following steps throughout the 2008-09 school year. At the suggestion of our low-attendance parents, we will offer Saturday morning parent meetings next year for those who cannot join the Thursday evening group. We will give parents a letter (outlining the Hyde process and parent commitment to participate in their child's education) that they may take to their employers for support to shift a work schedule once a month in order to consistently participate. We will improve child care support services for families during Parent Discovery meetings by bringing in reliable adult care for infants and toddlers. Finally, we will increase outreach to Spanish-speaking families by making sure all material sent home is translated to Spanish.

Goal 5: Parent Satisfaction

The aggregate exit survey scores of HLCS parents will average at least 80% indicating that HLCS is making a difference in their lives and the likely success of their children.

Further Evidence

Parent response to the DOE Learning Environment Survey was overwhelming. 84% of parents completed the survey, compared to 40% of parents citywide. Parent responses scored our school at nine out of ten points in two of the four categories (Academic Expectations and Safety and Respect) and over eight out of ten in the other two (communication and engagement).

A copy of the complete survey results is available at http://schools.nyc.gov/OA/SchoolReports/2007-08/Survey_X345.pdf.

Reflections

We are proud to be making a difference in the lives of our families. The high participation rate of our parents in the DOE survey shows us our families are engaged and committed to growth, and their responses indicate very high satisfaction with the education their students are receiving. While we have not formalized a Confidential Exit Survey to give us the data-based information we need to accurately measure the component of this goal that pertains to the parent's personal growth, we know from our spring family seminars that we positively impact both our parents and students. Our spring seminar discussion, for example, focused on the following questions: *Where have we made growth as a family? What was my role in that growth?* Seminars are always confidential, but when we conclude our sessions, we hear consistent, positive comments from our families about their character growth.

Action Plan

In order to more precisely measure the impact of our family-based character education on our parents, we will take the following steps throughout the 2008-09 school year. With help from our AUSSIE consultants and partners in a federal grant to develop intellectual character, we will complete the Confidential Exit Survey so it can be used in year three. We will also complete and use monthly surveys to provide more detailed and reliable data.

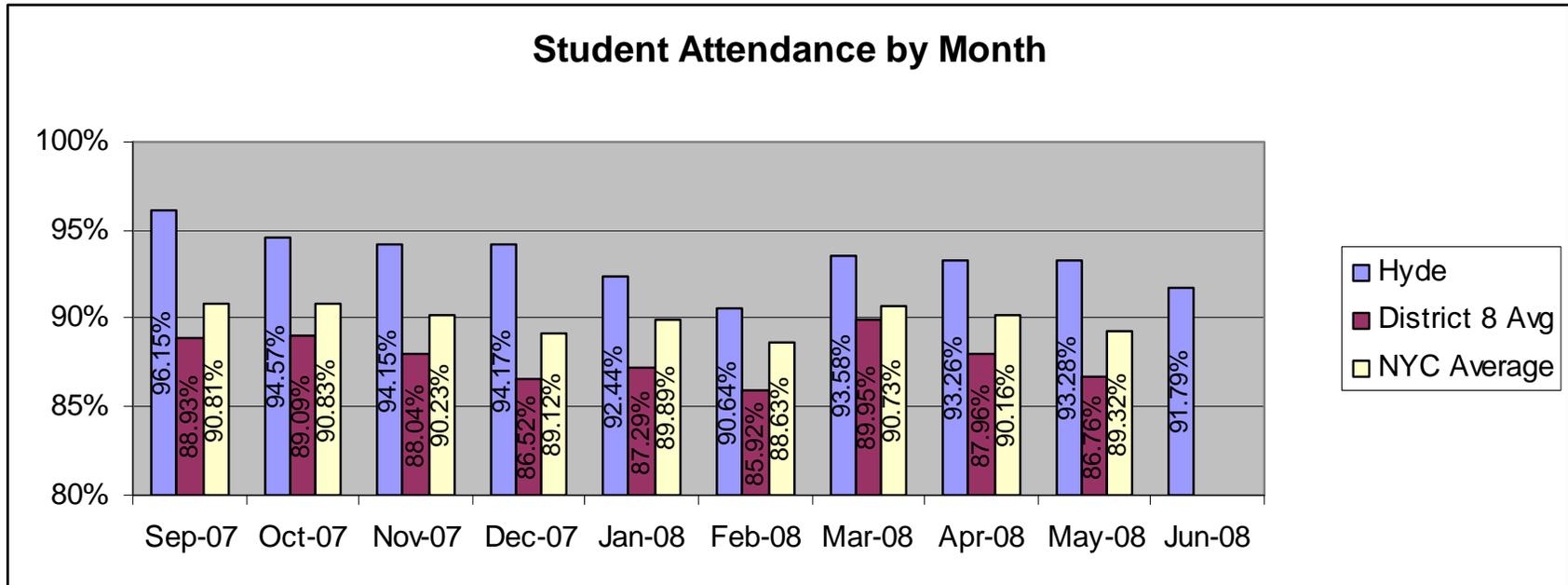
Although our survey results were extremely strong, this does not mean we have no areas in which to grow. Parents, through the survey, expressed some concern about student safety within the school. In follow-up, we found that parent concern in this area centers on their children's relationships with students at other schools in the building. To address this important issue, we collaborated with the other schools' administrations to develop a group of ambassadors, several students from each school who will meet regularly to discuss issues in the school community. This group has already met once and will continue meeting in the 2008-09 school year.

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



Reflections

We are proud that our efforts to follow up with absent students this year have improved our attendance average from 92% in 2006-07 to 93.4% in 2007-08. Despite meeting our goal in this area, however, we are eager to raise the bar higher and shoot for 95% attendance in 2008-09.

Action Plan

In order to achieve our (new) goal of 95% attendance, we will take the following steps throughout the 2008-09 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 2006-07	Number of First-Year Students in 2006-07	Number of Students Failing to Return in 2007-08	Attrition Rate
K	93	15	16.1%
6	105	13	12.4%
Total	198	28	14.1%

Grade in 2007-08	Number of First-Year Students in 2007-08	Number of Students Failing to Return in 2008-09*	Attrition Rate*
K	86	8	9.3%
1	0	0	0.0%
6	76	1	1.3%
7	0	0	0.0%
Total	162	9	5.5%

*Estimates as of 6/30/08

Grade in 2007-08	Number of 2nd-Year Students in 2007-08	Number of Students Failing to Return in 2008-09*	Attrition Rate*
K	11	0	0.0%
1	67	9	13.4%
6	3	0	0.0%
7	89	2	2.2%
Total	170	11	6.5%

*Estimates as of 6/30/08

See Section II, Charter School Student and Teacher Attrition Rates, (page 37) for detailed disaggregation of student attrition data.

Reflections

We are proud that our attrition rate remains far below our stated goals and appears, from current estimates, to be approximately 50% lower this year than last year.

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	78	72	144/153=94.1%
	6	75	72	
2	K	11	11	158/160=98.8%
	1	59	58	
	6	3	3	
	7	87	86	

This data is tentative pending students' completion of the 2008 summer term.

Reflections

Although the lack of district data makes the evaluation of this goal difficult, we are satisfied with the promotion rate of our students. We are pleased with both the absolute and relative levels of student promotion: the rates for both first and second year students are well above 90%, and the rate for second year students exceeds the rate for first year students.

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 2008-09 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.

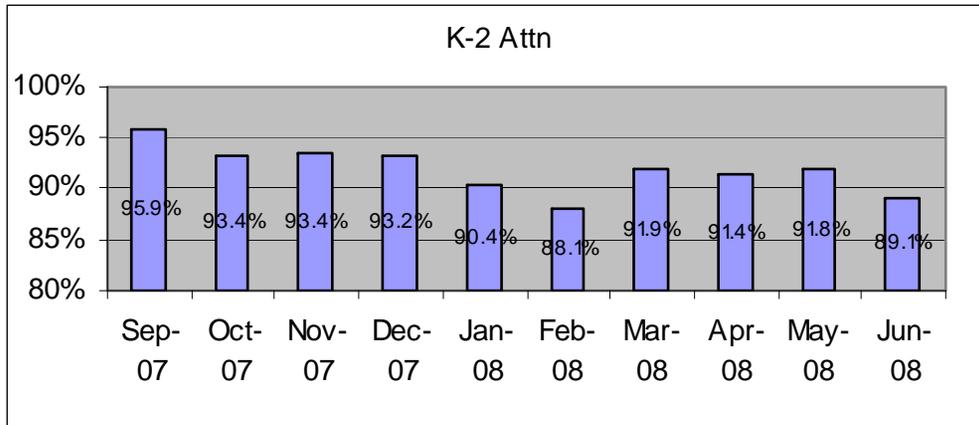
Kindergarten through second grade:

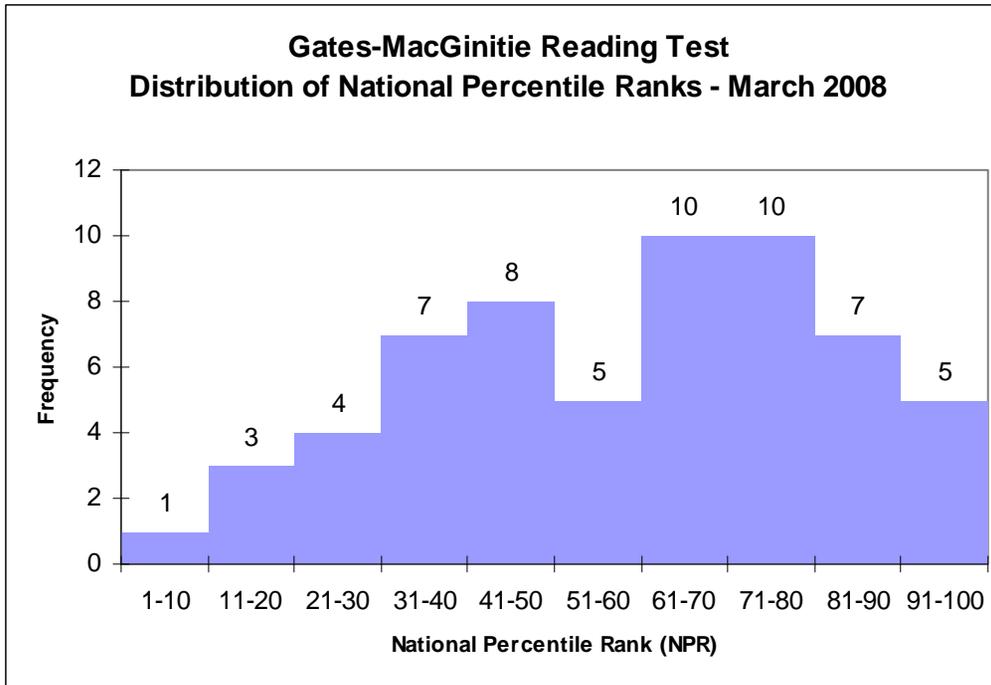
1. Students will attend school at least 90% of all days school is in session.

First and second grade:

2. 90% of each cohort will test above the 40 percentile on the Gates MacGinitie decoding and vocabulary subtests by April of each school year.
3. 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.

Further Evidence





Reflections

We are excited to have exceeded our attendance goal this year, especially in light of Kindergartners not being legally obligated to attend school. We do, however, want to work on increasing our numbers of students in school each day. One focus area that has been identified is low attendance during school days designated as half days. We are putting in place several structures that we hope will improve our attendance percentage even higher than the current number.

Although our first graders did not reach the goal of 90% on the Gates MacGinitie, we feel that 75% was an acceptable level considering that first grade is a brand new grade level for our school with our very first cohort of Hyde students. This was also the first year that we administered the Gates- MacGinitie assessment to our students. The 75% shows that the vast majority of our students are meeting or exceeding nationwide goals in decoding and vocabulary and we will be working even harder next year to bring both our current first graders up to the 90% goal in second grade and our current Kindergartners up to the 90% goal in first grade.

Since this was our first year having a first grade in our school and our first year with the first grade Saxon Math curriculum, we realized that there was no end of the year cumulative assessment to administer to our students and were unable to assess them according to the

above goal. We are working to rectify that situation for both our first and second grade students for next year in order to meet our goal.

Action Plan

We are already stressing to all of our incoming Kindergarten parents the importance of having their children attend school every day, even on half days. At our first parent meeting of the year, as well as all other meetings, we will stress the importance of student attendance and how tardiness and absence impact students and the school. We are posting monthly attendance figures in a public space so that all families who visit our school can see that this is something we are working hard on. We will continue to have a staff member call every family of absent students and remind them about the importance of attendance. We will also begin to do activities on half days that will get kids excited about coming to school on half days. We will also begin to celebrate student with perfect attendance during school meetings and in the whole school community.

To meet the challenge of improving our first and second grade students' knowledge of decoding and vocabulary as evidenced on the Gates MACGinitie assessment, we will increase our instruction in decoding skills throughout our primary grades. We are employing the Marilyn Adams Phonemic Awareness program as well as the Explode the Code program to meet these goals. In addition, our full-time Reading Support Teacher will work with our most struggling students utilizing the Wilson Fundamentals program as well the Fountas and Pinnell Leveled Literacy Intervention Program to improve students' decoding and vocabulary significantly.

We are currently in the process of developing mathematics assessments for all of our students to gauge their mathematics ability and growth throughout the year. We would like these assessments to include performance as well as written assessments.

Section II

CHARTER SCHOOL STUDENT AND TEACHER ATTRITION RATES

**Charter School Student Attrition Rates
2007-08**

Student Attrition Rates			
	2007-2008	2006-2007	2005-2006
Number of students leaving for lack of transportation	1	6	N/A
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	17	4	N/A
Number of students leaving for more restrictive special education setting	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	2	N/A
Number leaving for other reasons (undetermined)	1	0	N/A
Total number of students leaving.	34	13	N/A
Highest Number Enrolled (July 1 – June 30)	332	198	N/A
Total Percent Attrition	10.2%	6.6%	N/A

**Charter School Teacher Attrition Rates
2007-08**

	2007- 2008	2006- 2007	2005- 2006
Number of Classroom Teachers	14	8	N/A
Number of Special Area Teachers	15	7*	N/A
Total Number of Teachers	29	15*	N/A
Total Number of Teachers Leaving	1	7*	N/A
Total Percent Attrition	3.4%	46.7%*	N/A

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

