



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report
for Hyde Leadership Charter School -
Brooklyn

SCHOOL YEAR 2015-16

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

Hyde Leadership Charter School—Brooklyn (“HLCSB”) is an elementary school located in the East New York neighborhood of Brooklyn. The school is located in a NYC DOE-operated building in Community School District 19. The school is co-located with P.S. 328 Phyllis Wheatley.¹

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Executive Director Sandra DuPree, who has been at the school for 6 years; Head of School Christine DePina-Forbes, who has been at the school for 4 years; Dean of Operations Rebecca Chatteram, who has been at the school for 6 years; Dean of Curriculum Roxana Toro-Ruiz, who has been at the school for 3 years; Literacy Coach Kathryn Quijano, who has been at the school for 5 years; Dean of Student Life and Culture Rafael Molina, who has been at HLCSB for 1 year; Director of Family Education Shani Newsome, who has been at the school for 2 years; Counselors Kirk Ramirez and Fredrick Fernandez, who have each been at HLCSB for 1 year; and Director of Special Education Andrea Roundfield, who has been at the school for 1 year.

SCHOOL HIGHLIGHTS

According to school’s leadership, HLCSB’s proficiency scores in ELA and Math exceeded its CSD’s proficiency rates but were below citywide averages. Both ELA and Math proficiency averages improved from 2014 to 2015.

To continue to improve overall proficiency the school has added school-wide intervention periods in ELA and Math, began its afterschool tutoring and Saturday Academy in October, and integrated Cognitive Guided Instruction (CGI) to assist in math problem solving. The literacy curriculum emphasizes close analytic reading of texts and, in all curricular areas, critical thinking and communication is an instructional focus.

School leaders report that HLCSB puts an emphasis on character development as an important part of each student’s overall development.

Since its renewal the school has focused on hiring and supporting staff with explicit expectations around research-based teaching and learning practices and commitment to school mission and values.

CURRENT SCHOOL SNAPSHOT

Hyde Leadership Charter School - Brooklyn	
DBN	84K769
School Leader(s)	Christine DePina Forbes

¹ According to NYC DOE Location Code Generation and Management System.

Board Chair(s)	James Cecil Simpson
Charter Management Organization (if applicable)	N/A
Other Partner(s)	Community Based Organization: Hyde Foundation
District(s) of Location	19
Physical Address(es)	330 Alabama Avenue, Brooklyn, NY 11207
Facility Owner(s)	DOE
Enrollment ²	382
Grades Served	K-5

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1. Cecil Simpson	Chair	Executive; Nominating; Finance	6	6/6
2. Jack Brown III	Vice Chair	Executive; Nominating; Finance	6	5/6
3. Cicily Robinson	Treasurer	Executive; Finance	6	3/6
4. Christina Brown	Trustee	Executive; Education	6	4/6
5. Joanne Goubourn	Trustee	Executive; Education; Nominating	6	6/6
6. Latisha Green	Parent Rep	Executive; Education	3	1/6

² According to ATS data as of October 14, 2015.

³ The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

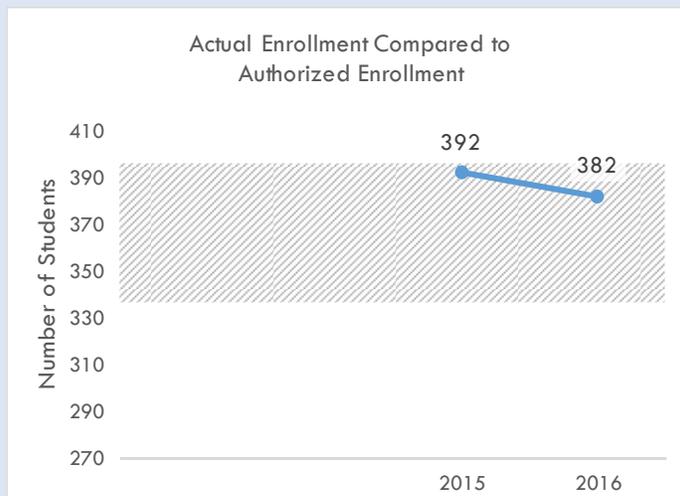
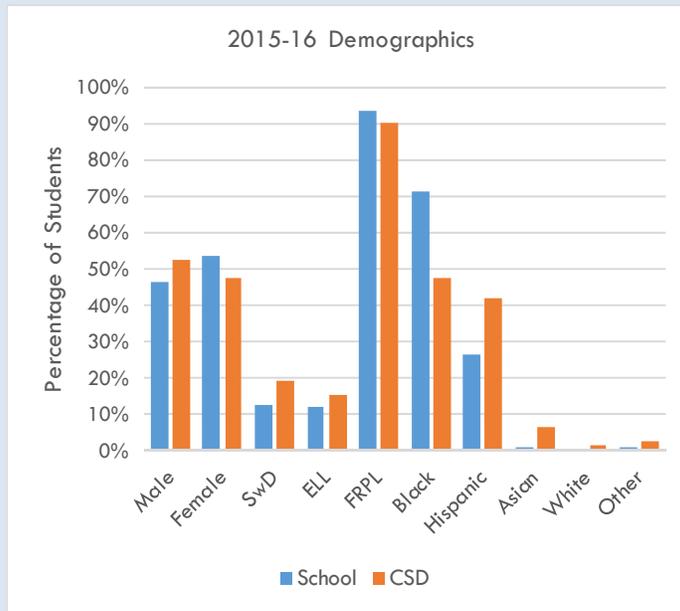
CHARTER AUTHORIZATION PROFILE

Hyde Leadership Charter School - Brooklyn	
School Opened For Instruction	2010-2011
Date of First Renewal	2014-2015
Date of Second Renewal	N/A
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2018
Current Authorized Grade Span	K-5
Current Authorized Enrollment	396

Hyde Leadership Charter School was renewed for 3.5-year short term in the 2014-15 academic year with the following compliance related condition:

<i>Current Charter Conditions</i>	<i>On Target / Not On Target</i>	<i>Notes</i>
1. No later than February 14, 2015, the school will revise, distribute to students and families, and submit proof of such distribution along with the revision to the NYC DOE a student discipline policy compliant with federal law, including but not limited to due process and students with disabilities. NYC DOE review of the school's current student discipline policy, as noted in the renewal report, indicated the school's current student discipline policy identifies expulsion as a possible consequence for any infraction, limited information regarding due process, and no mention of a discipline policy for students with disabilities.	On Target	Condition was met on 2/3/2015

ENROLLMENT AND DEMOGRAPHICS



Fully grown charter schools must enroll no less than 15% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

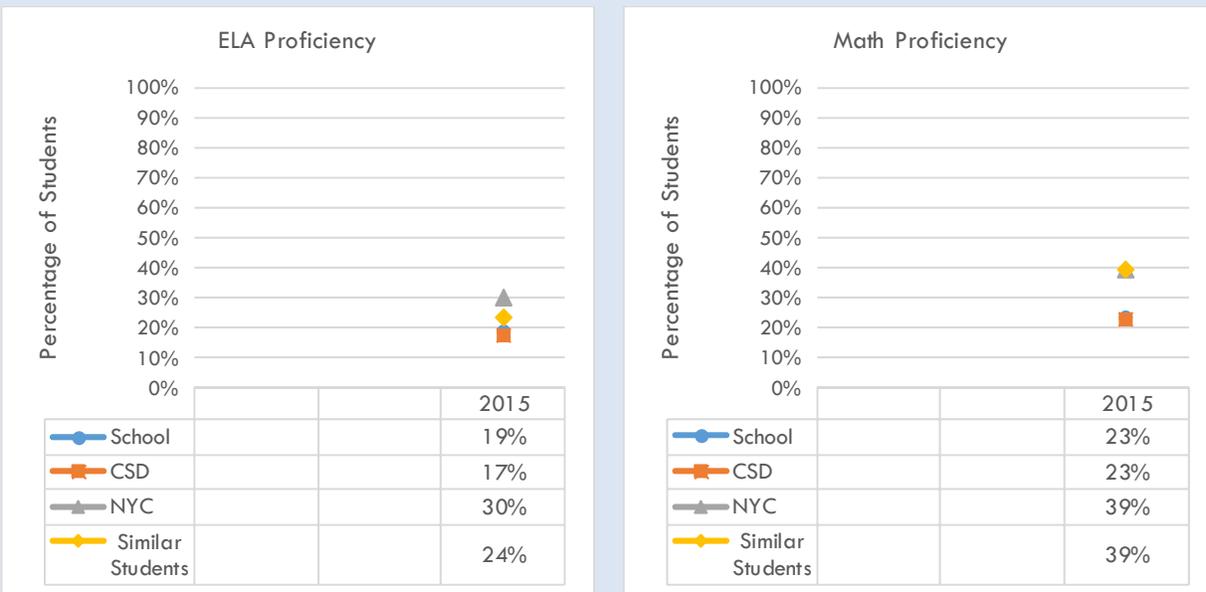
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁴

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix D.⁵ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁶



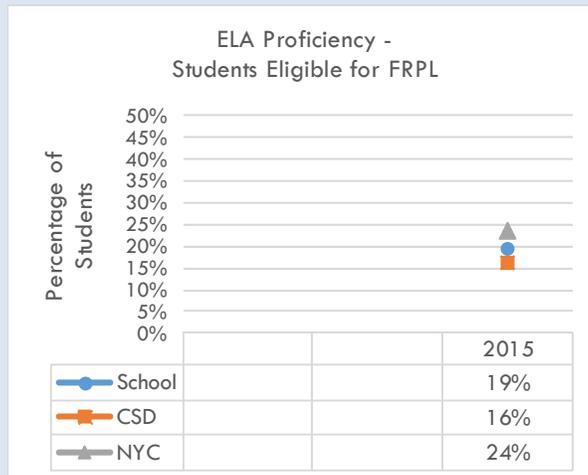
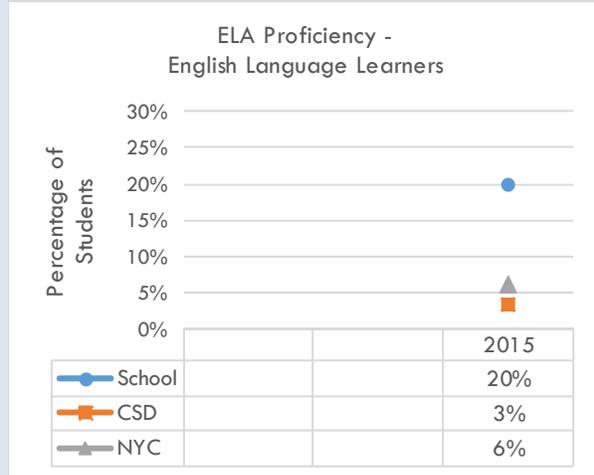
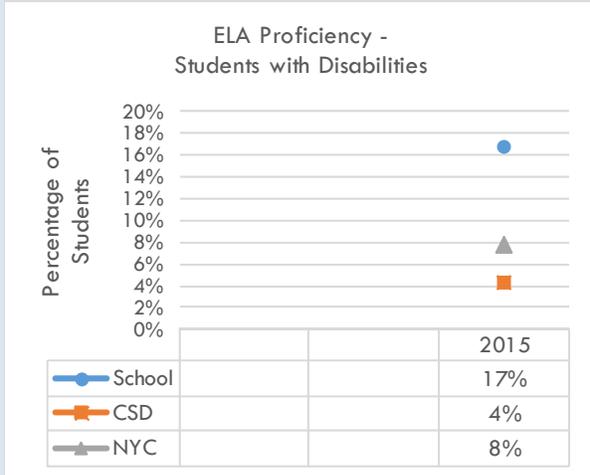
⁴ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

⁵ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

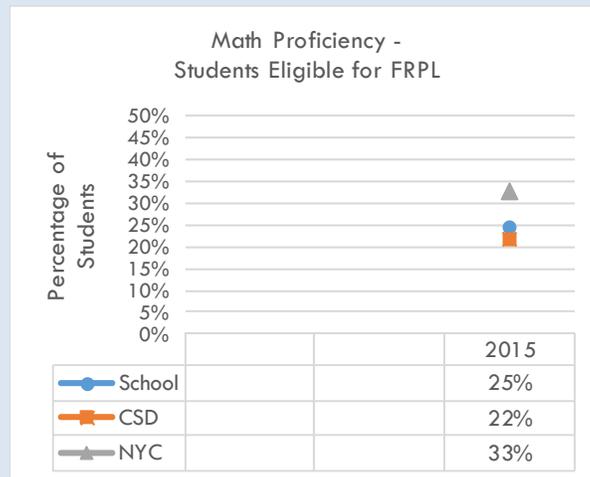
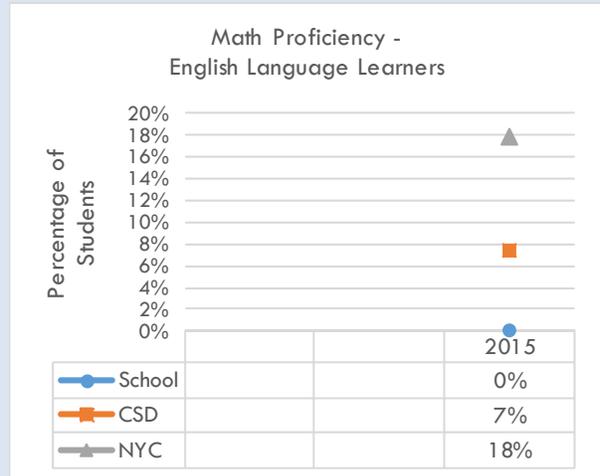
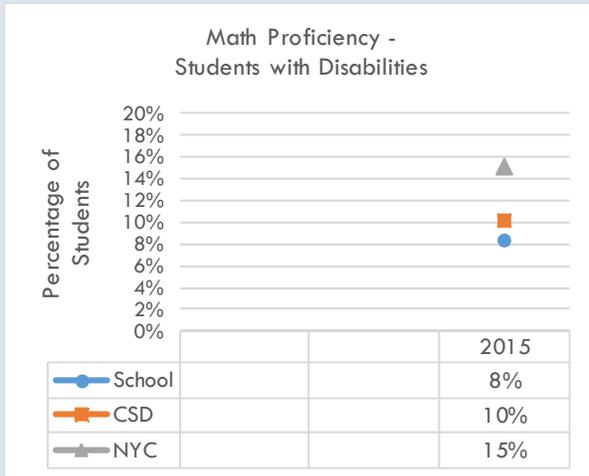
⁶ For more on the NYC DOE's similar students comparisons, please see the information here:

http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf.

CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH



ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below.

CHARACTER EDUCATION

In order to help students progress academically, students must have a strong character that enforces a strong learning ethic and a collaborative nature. HLCSB expects its students to emerge as supportive and helpful citizens of their community, which will allow them to grow as curious learners.

COGNITIVE GUIDED INSTRUCTION

Students are taught to identify their own problem solving procedures, unpack word problems and choose efficient and effective strategies for responding to questions.

BUILDING COMPREHENSION

HLCSB students are strong literal thinkers, who must also become critical users of information in order to infer and make connections to information. Students are expected to ask questions and discuss information in logical and sequential ways through close reading and analyzing text to validate predictions and conclusions with evidence.

PARENT/FAMILY PARTNERSHIPS

HLCSB believes that parents are the primary guides for their students, therefore parents must participate in the teaching and learning process. The school further believes that the parents are essential to the full growth of the student and HLCSB provides families with opportunities to learn how to parent with character at the forefront. The Family Education Director serves as a direct link to supporting families and their needs in order to allow them to support their children in school.

TRAINING AND SUPPORT

Great emphasis is placed on teaching teachers to become stronger in their craft through the use of ELA, Math, and Data Analysis Consultants. Investing in the teachers' understanding of the Standards and best practices will support students learning. Teachers receive ongoing informal observations focused on key teaching levers and has begun to form lab classes, so novice teachers can learn from their peers.

RIGOROUS INSTRUCTION

Using the Danielson Model and a specific informal observation checklist, HLCSB has outlined key instructional techniques required in every classroom.

ASSESS TO INSTRUCT

Students are assessed regularly through formative and summative assessments. The data is collected, analyzed and used to inform the instructional practices need for teachers to provide interventions and techniques for individual students to master skills, concepts and strategies.

GOVERNANCE

The Board of Trustees consists of six members. The board has four committees, including an executive, education, finance and nominating committee. The Board has not updated its bylaws to comply with the Charter School Act which requires 12 meetings over 12 months. The Board is scheduled to meet 11 times between July 1, 2015 and June 30, 2016 and has met six times between July 1, 2015 and February 1, 2016. All Board members have submitted required forms.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix D. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix E.

SUPPORTIVE ENVIRONMENT

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Compliant	

OPERATIONAL STABILITY

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Not Compliant	Several required documents have not been submitted, including: escrow statement, recruitment and enrollment document; school

	organizational chart; staff fingerprint clearance screen shot.
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant
School has a formal process for evaluating progress against charter school goals	Compliant
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant
Board meetings consistently meet quorum ⁷	Compliant

COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

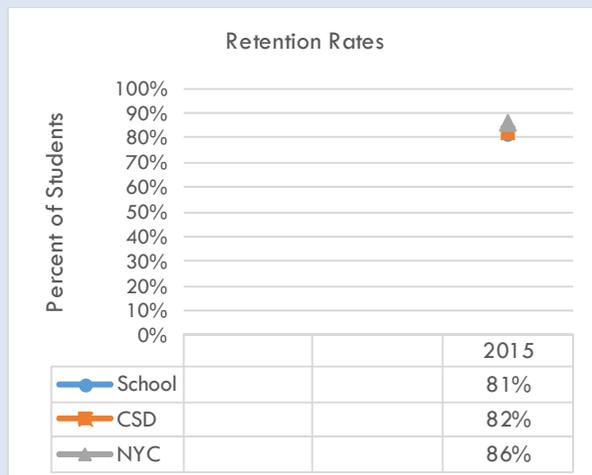
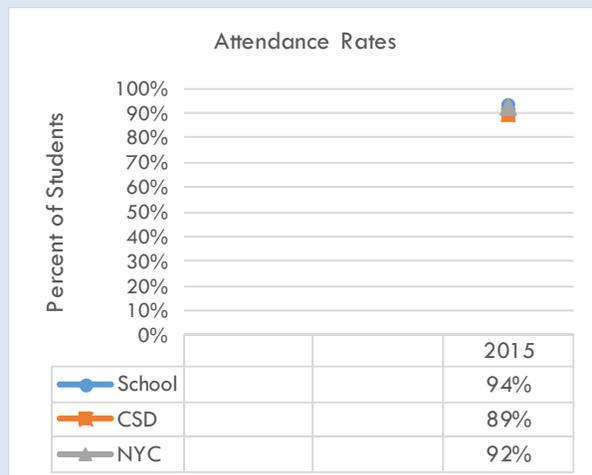
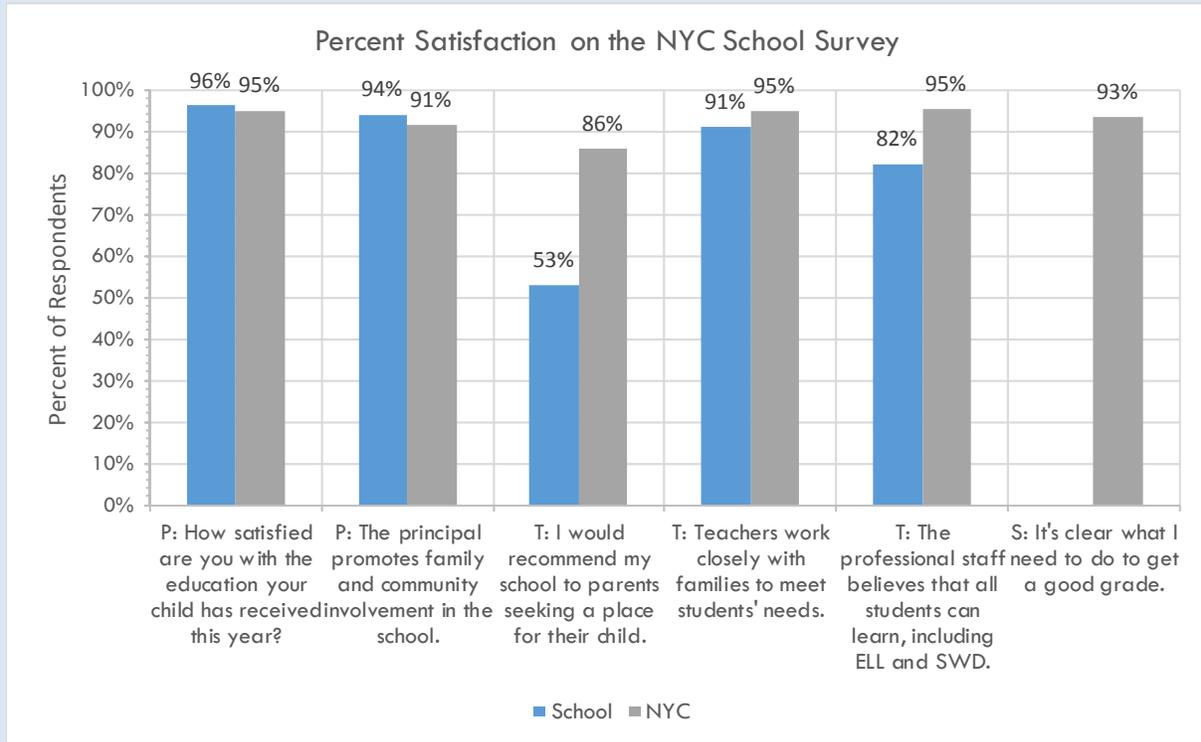
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Not Compliant	The number of uncertified teachers exceeds the permissible number in N.Y. Educ. Law § 2854(3) (a-1).
School is in compliance with employee fingerprinting requirements	Not Compliant	One new hire in 2015-16 did not receive fingerprint prior to start date.
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Compliant	
School has submitted its Annual Report to NYSED and posted it online	Compliant	

⁷ Quorum is defined is 50% of the board members plus one member are present at a board meeting.

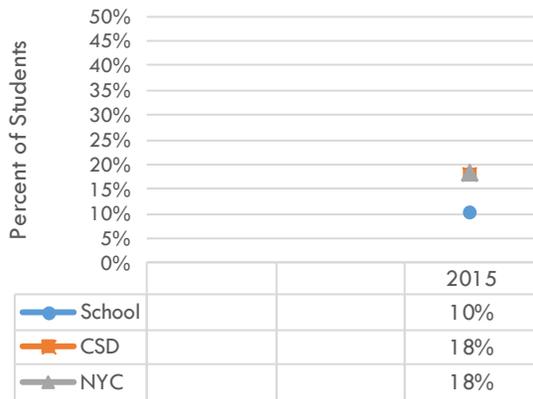
School has followed all applicable lottery and enrollment regulations

Not Compliant

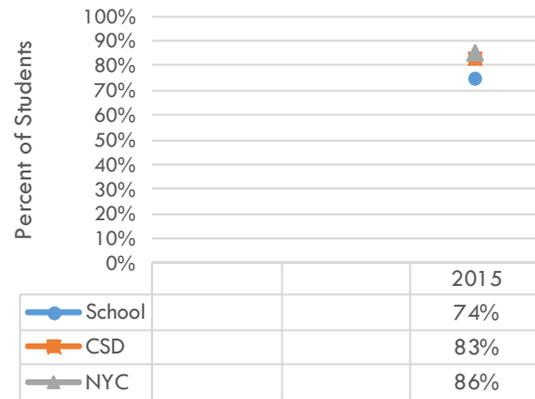
Student Recruitment and Enrollment Plan not yet submitted to NYC DOE.



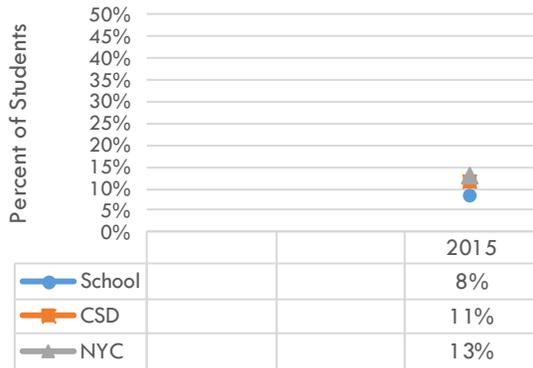
Enrollment Rates - Students with Disabilities



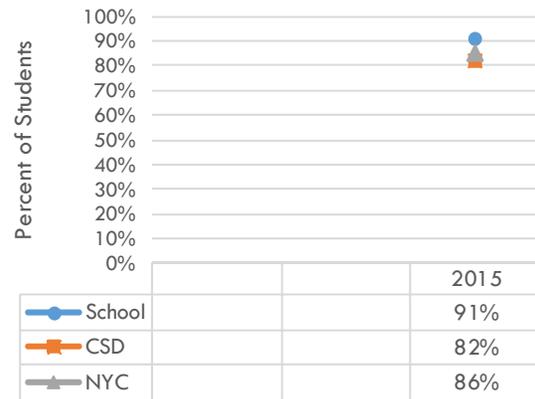
Retention Rates - Students with Disabilities



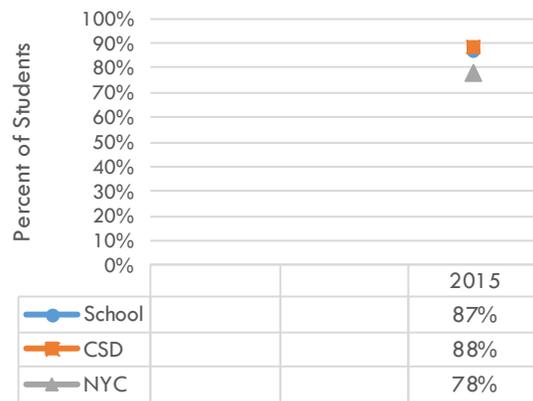
Enrollment Rates - English Language Learners



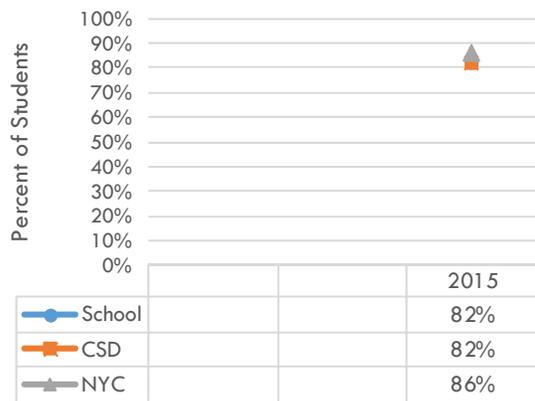
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Hyde Leadership Charter School - Brooklyn in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

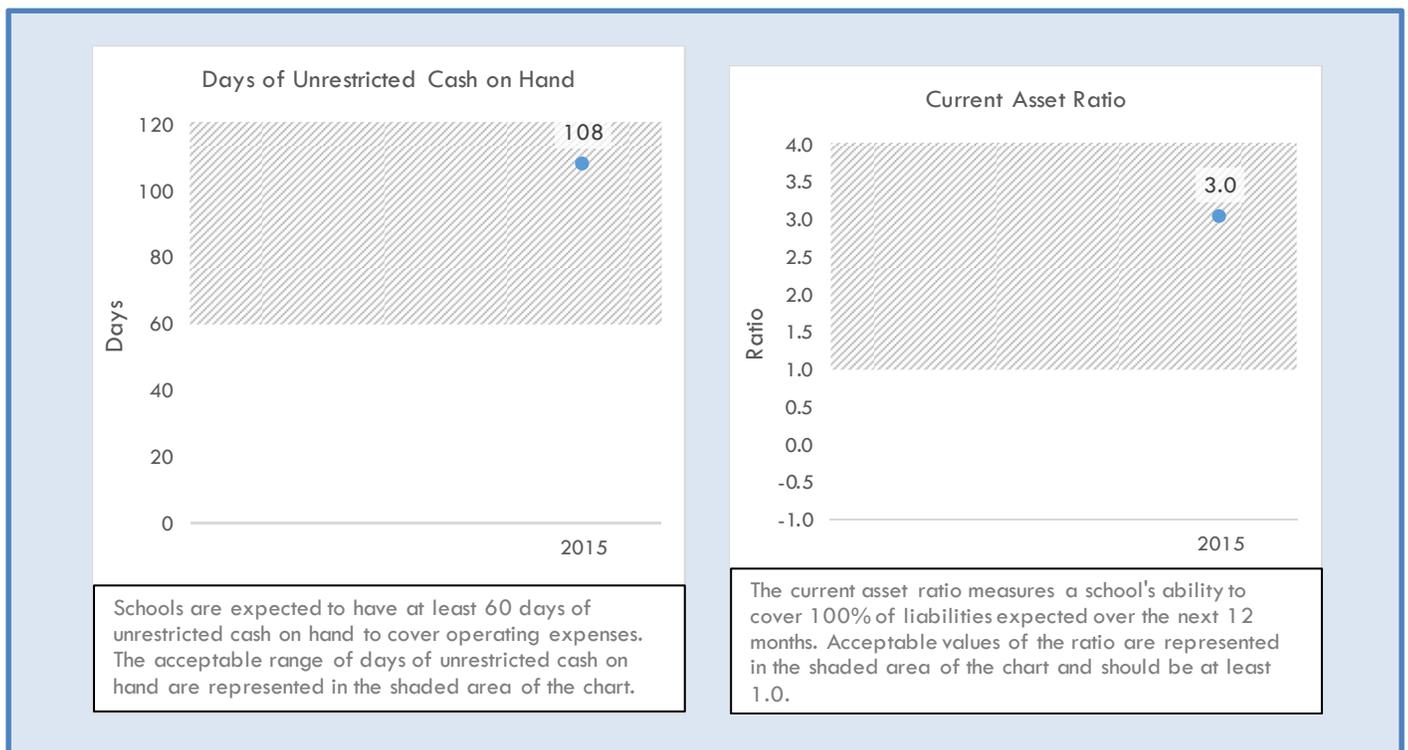
SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

The school has a relationship with the Hyde Foundation. The Hyde Foundation provides the following services: character curriculum, training, and materials and support and charges the school a fee based on 3% budget for these services.

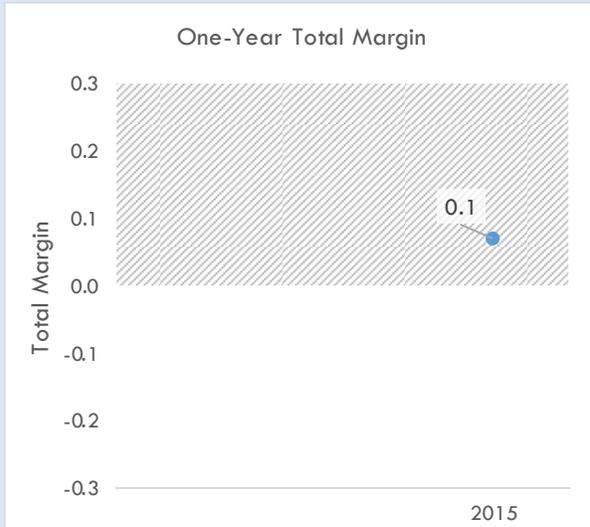
The school has \$75,079.58 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY⁸

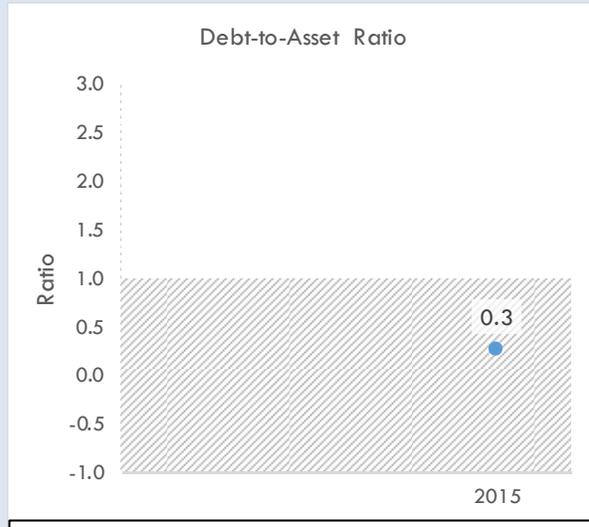


⁸ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

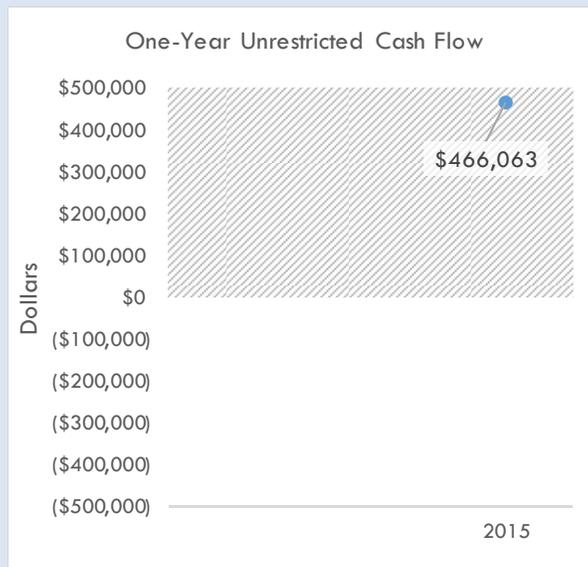
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

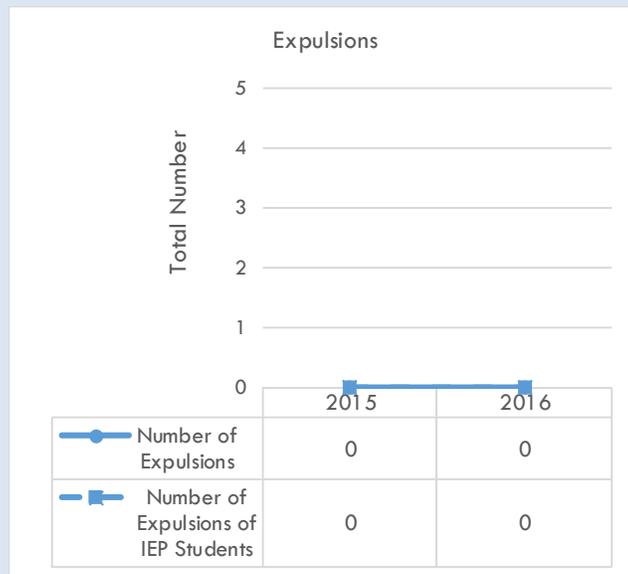
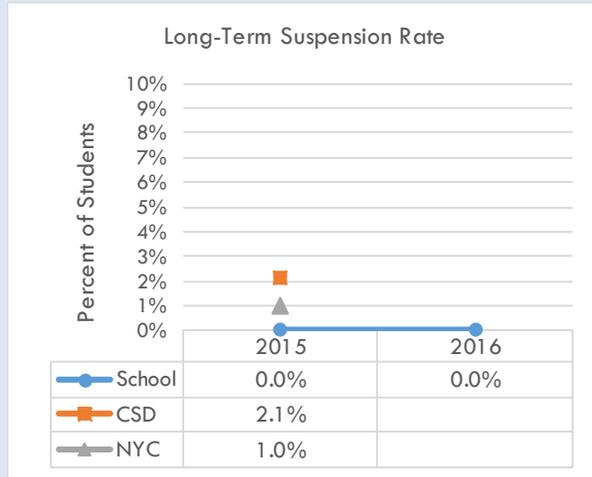
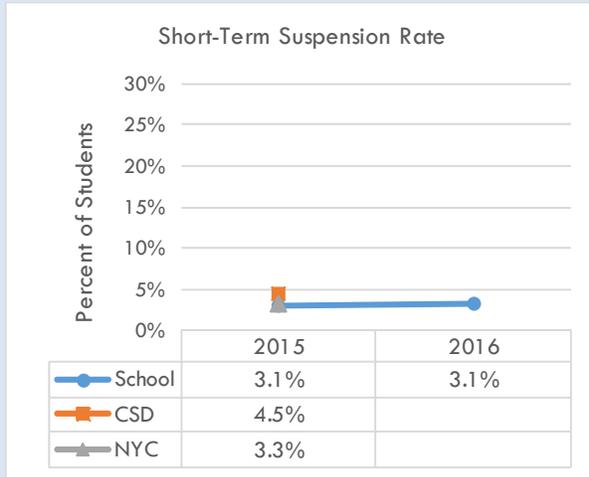
APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	<i>School did not provide</i>
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	<i>School did not provide</i>
Summer Academic Program	<i>School did not provide</i>
Saturday Instruction	<i>School did not provide</i>
Sections per Grade	Grade K – Grade 5: with 3 sections per each grade
Primary Entry Grade(s)	K-5
Additional Grade(s) for which Student Applications are Accepted	N/A
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	<i>School did not provide</i>
Number of Students Accepted via the Lottery (School Year 2015-16)	<i>School did not provide</i>
<i>Lottery Preferences</i>	
Attends a Failing School	<i>School did not provide</i>
Does Not Speak English at Home	<i>School did not provide</i>
Receives SNAP or TANF Benefits	<i>School did not provide</i>
Eligible for Free or Reduced-Price Lunch	<i>School did not provide</i>
Has IEP and/or Receives Special Education Services	<i>School did not provide</i>
Homeless or Living in Shelter or Temporary Residence	<i>School did not provide</i>
Lives in New York City Housing Authority Housing	<i>School did not provide</i>
Unaccompanied Youth	<i>School did not provide</i>

SUSPENSION AND EXPULSION RATES⁹



⁹ City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
Hyde Leadership Charter School - Brooklyn			
Grade 3	11%	10%	30%
Grade 4		24%	11%
Grade 5			15%
DIFFERENCE FROM CSD			
Grade 3	-3%	-5%	13%
Grade 4		6%	-6%
Grade 5			-3%

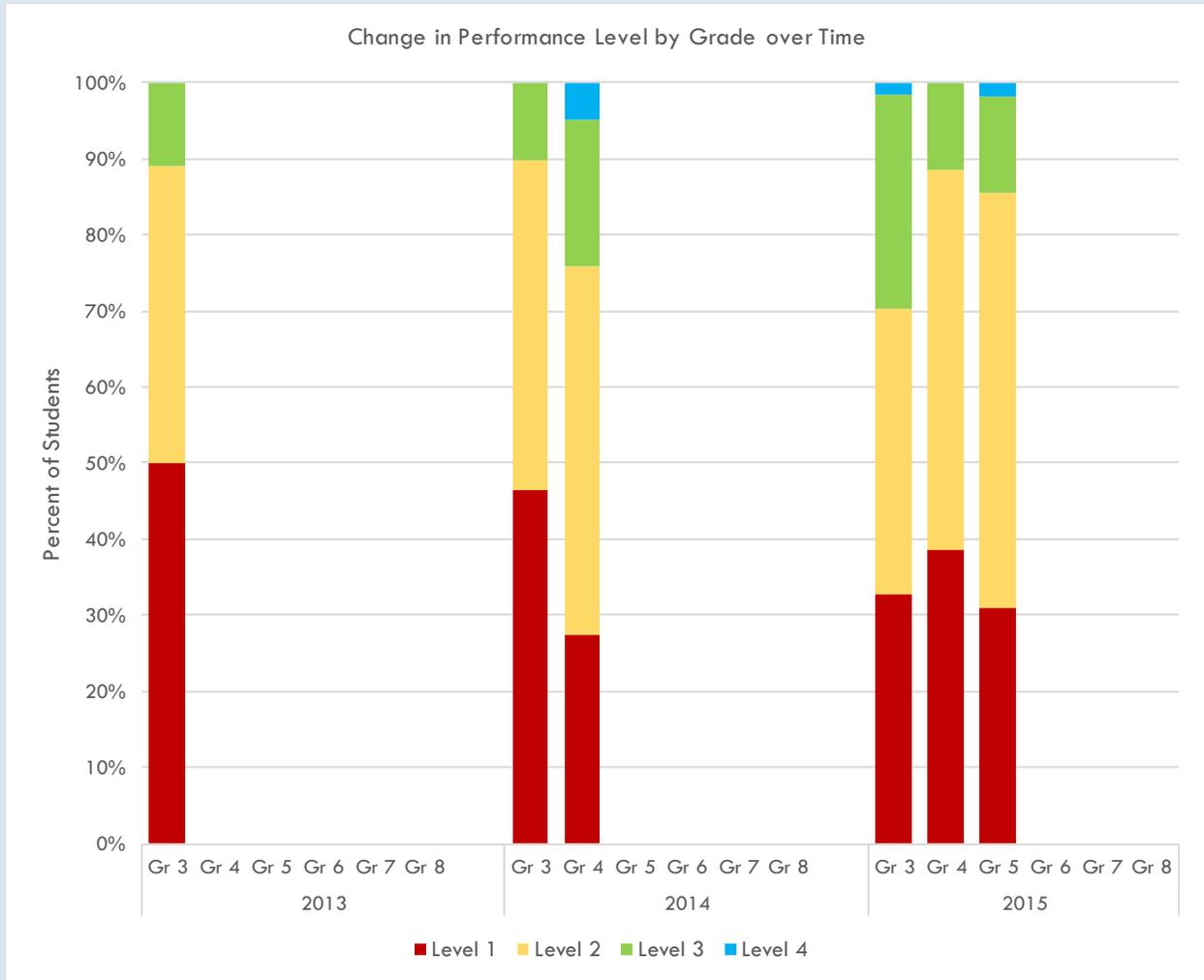
GRADE-LEVEL PROFICIENCY IN MATH

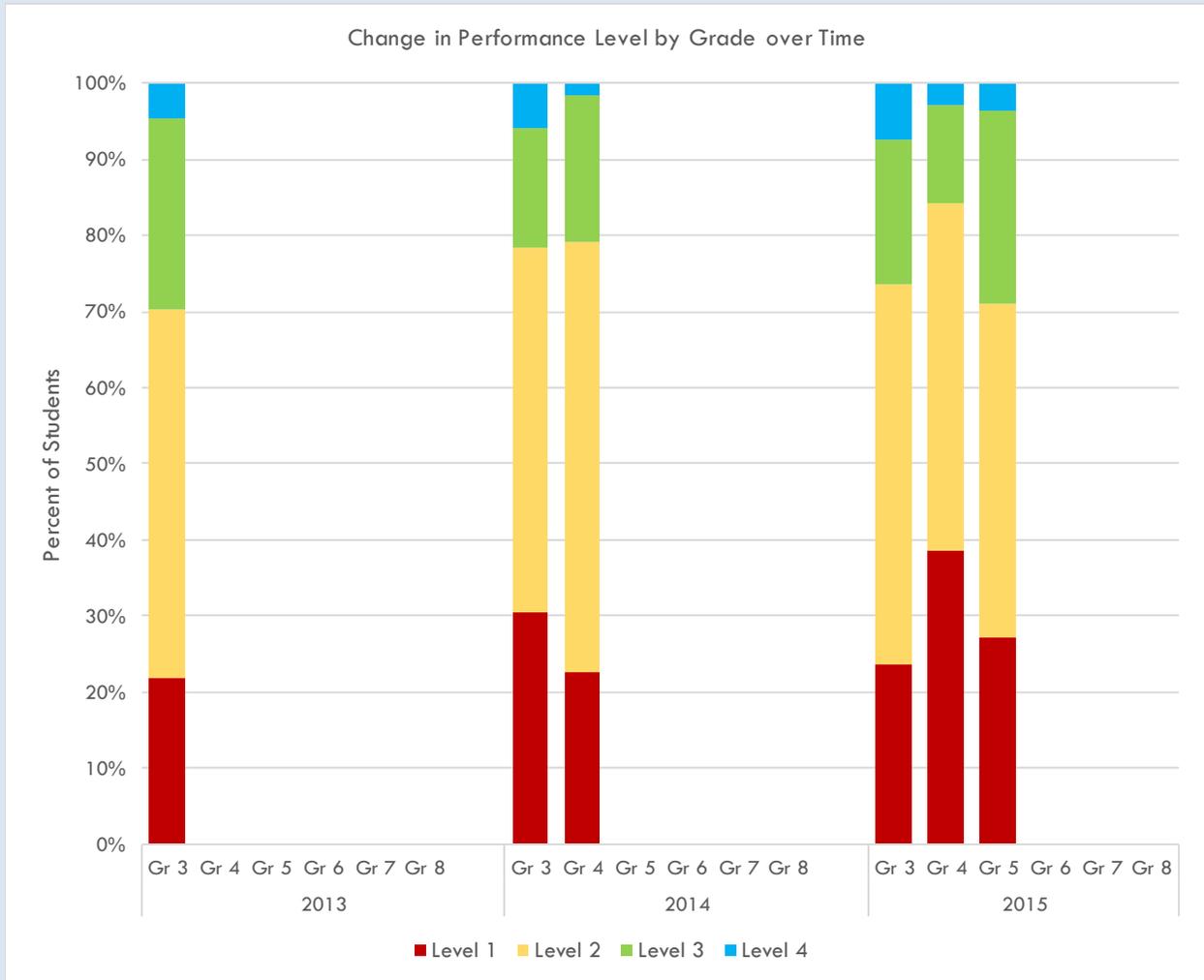
	2012-2013	2013-2014	2014-2015
Hyde Leadership Charter School - Brooklyn			
Grade 3	30%	22%	26%
Grade 4		21%	16%
Grade 5			29%
DIFFERENCE FROM CSD			
Grade 3	11%	1%	4%
Grade 4		-3%	-5%
Grade 5			3%

APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME

The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

ENGLISH/LANGUAGE ARTS





APPENDIX D: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹⁰, the school achieved/met its goals as follows:

- Academic Goals: ¹¹
 - 3 of 9 applicable academic charter goals in its most recent year
- Operational Goals:
 - 5 of 9 applicable operational charter goals in its most recent year
- Financial Goals:
 - 2 of 2 applicable financial charter goals in its most recent year

Charter Goals		2014-15
Academic Goals	For each year of the school's next term, the school will show academic performance with a percent of students proficient at or above level 3 that meets or exceed the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State ELA examination.	Goal - Partially Met HLCSB's percent of students proficient at or above level 3 exceeded the percent proficient of the Community School District (CSD). HLCSB's percent of students proficient at or above level 3 does not exceed the citywide percent proficient. HLCSB - 18.5% > CSD - 17.4% HLCSB - 18.5% < Citywide - 30.3%
	For each year of the school's next term, the school will show academic performance with a percent of students proficient at or above level 3 that meets or exceed the percent proficient of the Community School District (CSD) of location and also meets or exceeds	Goal - Partially Met HLCSB's percent of students proficient at or above level 3 exceeded the percent proficient of the Community School District (CSD). HLCSB's percent of students proficient at or above level 3 does not exceed the

¹⁰ This information was submitted by schools to NYSED and has not been vetted by NYC DOE for accuracy or completeness.

¹¹ Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

<p>the citywide percent proficient on the New York State Math examination.</p>	<p>citywide percent proficient. HLCSB - 23.3% > CSD - 23.1% HLCSB - 23.3% < Citywide - 39.5%</p>
<p>For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above level 3 on the previous years' NYS ELA exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the SCD or citywide percent proficient (whichever is higher) on the previous year's ELA exam the school is expected to demonstrate growth comparable to the CSD in the current year.</p>	<p>Goal - Not Met HLCSB did not demonstrate growth with a reduction by a half the gap between the percent at or above level 3 on the previous years' NYS ELA exam (baseline) and the CSD.</p>
<p>For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above level 3 on the previous years' NYS math exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above level 3 on the current year's State math exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the SCD or citywide percent proficient (whichever is higher) on the previous year's math exam the school is expected to demonstrate growth comparable to the CSD in the current year.</p>	<p>Goal - Not Met HLCSB did not demonstrate growth with a reduction by a half the gap between the percent at or above level 3 on the previous years' NYS ELA exam (baseline) and the CSD.</p>
<p>In each year of the charter term, 70% of Kindergarten students will perform at or above grade level (Level C) on the Fountas and Pinnell Benchmark Assessment.</p>	<p>Goal: Not met 66% of students performed at or above grade level (Level C) on the Fountas & Pinnell Benchmark Assessment.</p>
<p>In each year of the charter term, 70% of students in Grades 1 – 5 will perform at or above grade level (Level C - Level V) on the Fountas & Pinnell Benchmark Assessment.</p>	<p>Goal: Not met 50% of students performed at or above grade level (Level C) on the Fountas & Pinnell Benchmark Assessment.</p>

	In each year of the charter term, 70% of students in Grades 1 – 2 will perform at or above the 60 th percentile on the Terra Nova Exam.	Goal: Met 72% of students in Grades 1 -2 performed at or above the 60 th percentile on the Terra Nova Exam.
	In each year of the charter term, the school will show aggregate proficiency rates at or 10% above the network on the Achievement Network Assessment (ANET) in ELA.	Goal: Met
	In each year of the charter term, the school will show aggregate proficiency rates at or 10% above the network on the Achievement Network Assessment (ANET) in Math.	Goal: Met
	For each year of the charter term, the school will show academic performance with a percent of students proficient at or above level 3 that meets or exceed the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State Science examination.	Results Pending
Operational Goals	Each year, the school will have an average daily student attendance rate of at least 95%.	Goal: Not met Average daily attendance rate of 93.7%.
	Each year, 95% of all students enrolled on the last day of the school year will return the following school year.	Goal: Met 98.1% of students enrolled on the last day of SY2014-2015 will return for SY2015-2016.
	Each year, 90% of all instructional staff employed during the prior school year will return and/or be asked to return the following school year.	Goal: Not met 85% of all instructional staff employed during the prior school year returned and/or be asked to return the following school year.
	In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of parents that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more parents participate in the survey.	Goal: Met 79% of parents expressed satisfaction with the school's program, based on the NYC DOE School Survey identified questions. [City average: 49%]
	In each year of the charter term, staff will express satisfaction with the school's	Goal: Not met 79% of teachers expressed satisfaction

	<p>program, based on the NYC DOE Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of staff that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more staff participates in the survey.</p>	<p>with the school's program, based on the NYC DOE School Survey identified questions. [City average: 81%]</p>
	<p>Each year, parents will express Positive Responses with the school's program as measured by the NYC DOE Learning Environment Survey at a rate 75% or better.</p>	<p>Goal: Met 94% of parents expressed a positive response on the NYC DOE Learning Environment Survey.</p>
	<p>Each year, at least 50% of parents, guardians and other committed adults will participate in monthly Hyde parent events/activities. Events/activities include: Family Day, Parent Discovery Night, Parent Teacher Conferences, parent/family retreats and workshops.</p>	<p>Goal: Not met 41% of parents, guardians and other committed adults participated in monthly Hyde parent events/activities.</p>
	<p>Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be maintained on an ongoing basis and monitored bimonthly.</p>	<p>Goal: Met Student enrollment remained within 15% of full enrollment as defined in the school's contract.</p>
	<p>Each year, the school will comply with all applicable laws, rules, regulations and contract terms, including, but not limited to the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meeting laws, The Federal Individuals with Disabilities Act.</p>	<p>Goal: Met</p>
Financial Goals	<p>Each year, the school will operate on a balanced budget (revenues equal or exceed expenditures) and maintain a stable cash flow.</p>	<p>HLCS-Brooklyn met this goal. HLCS-Bklyn operates a balanced budget and maintains a stable cash flow.</p>
	<p>Each year, the school will undergo an independent financial audit that will result in and unqualified opinion and no major findings.</p>	<p>HLCS-Brooklyn met this goal.</p>

APPENDIX E: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

HLCSB's current enrollment breakdown include students eligible for Free or Reduced Priced Lunch Program is 83% [10.9% less the target]; ELL enrollment is 11.3% [.8% less the 12.1% target] and SWD enrollment is 12.9% [2.4% less the target of 15.3%]. HLCSB continues to make good faith efforts to reach comparable percentages through community information and networking sessions, translated materials as well as School Meals Application and Home Language Surveys documents.

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- School website includes lottery applications in English and Spanish and a clear statement of determination to serve ELLS.
- Hyde Leadership Charter School – Brooklyn secured assistance from Vanguard for mass mailing to families in and around CSD 19. Information, including applications, brochures and postcards were distributed in both English and Spanish in an effort to reach all prospective families.
- HLCSB's website easily translates information into multiple languages and serves to assist families in accessing pertinent information.
- HLCSB will continued to focus its efforts at the onset, which include information sessions that appeal to bilingual families, home language surveys, assessments and services conducted by a full-time ELL Coordinator.

STUDENTS WITH DISABILITIES (SWD)

- School has statement on website stating determination to serve students in need of special services.
- HLCSB will continue its outreach to all families within the community, offering high quality programming that appropriately serves and supports all learners.

APPENDIX F: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.