



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report for Hyde Leadership Charter School

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 (“HLCS”) is an elementary, middle and high school located in Hunts Point neighborhood of the Bronx. The school is split-sited with its K-8 located in a NYC DOE-operated building in Community School District 8 and its high school grades located in a private space, also in Hunts Point and Community School District 8. The elementary-middle school grades are co-located with The Vida Bogart School for All Children and The Hunts Point School.¹

The school is in its third charter term.

The school leadership team is comprised of the following individuals: Executive Director Thomas Sturtevant, who has been at the school for 2 years; Chief Operating Officer Michael McNamara, who has been at the school for 4 years; Elementary School Director Peter Anderson, who has been at HLCS for 5.5 years; Middle School Director Alexis Zain, who has been at the school for 3.5 years; High School Director Celia Sosa, who has been at the school for 9.5 years; Special Education Director Elizabeth Springer, who has been at the school for 10.5 years; Director of Family Support Elizabeth Hittenmark, who has been at the school for 11 years; Director of Operations Robert Rodner, who has been at the school for 10.5 years; Director of Finance Angela Alvarado, who has been at HLCS for 10.5 years; Director of Development Joshua Williams, who has been at the school for 4.5 years; and Director of College Counseling Mark Hittenmark, who has been at the school for 10.5 years.

SCHOOL HIGHLIGHTS

HLCS leadership reports its HS graduation rate is 92%, above district, borough, city and state averages. It also reports that its 2015 Regents results in all nine tests taken last year exceeded district averages for Regents results.

The school also reports that on the Grade 4 and 8 state Science exams in 2015, its students percent proficient rates were both above district averages. HLCS leadership also noted that while by Grade 8th its state exam Math scores exceeded district and citywide averages and its ELA exceed the district and approach the citywide average, the school is at or below district averages in Math grades 3-6 and ELA grades 3-7. Character development, using the Hyde Foundation curriculum, is an integral part of the education of all students at HLCS.

In support of academic rigor, HLCS now requires all 8th graders to take the US History, Living Environment, and Algebra I Regents exams.

The school has identified data driven instruction has proven successful practice that helps its teachers adjust instruction to meet the needs of all learners and make effective schoolwide adjustments to program and services.

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

CURRENT SCHOOL SNAPSHOT

Hyde Leadership Charter School	
DBN	84X345
School Leader(s)	Peter Anderson (ES), Lex Zain (MS), Celia Sosa (HS)
Board Chair(s)	Herbert Fixler
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	8
Physical Address(es)	730 Bryant Avenue, Bronx, NY 10474 (K-8) 830 Hunts Point Avenue, Bronx, NY 10474 (9-12)
Facility Owner(s)	DOE & Private
Enrollment ²	955
Grades Served	K-12

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1. Herbert B. Fixler	Chair	Executive; Finance; Education; Human Resources; Nominating; Government Relations; Marketing; Facilities; and Development	10	6/6

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.

2.	Herbert Kaplan	Secretary	Marketing; Development; Government Relations.	10	6/6
3.	David Steadly	Trustee	Finance; Facilities	7	6/6
4.	Wilder Baker	Trustee	Nominating; Marketing; Development	7	4/6
5.	Deborah Dumont	Trustee	Executive; Education; Human Resources; Nominating	7	4/6
6.	Dennis Mehiel	Trustee	Executive; Development; Human Resources; Government Relations	3	4/6
7.	Jeanette Melendez	Trustee	Marketing; Facilities; Education	3	3/6
8.	Robert Kramer	Trustee	Education; Finance	1.5	1/6
9.	Vincent Hanley	Trustee	Executive; Government Relations; Nominating	1	3/6
10.	Maureen Singer	Trustee	Finance; Development	<1	4/4

CHARTER AUTHORIZATION PROFILE

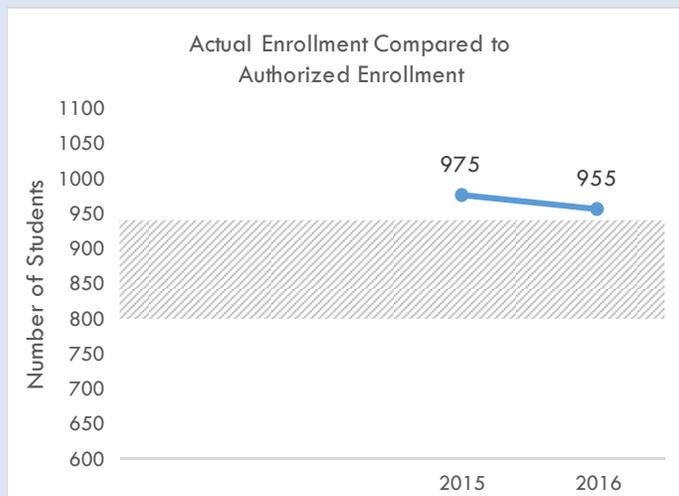
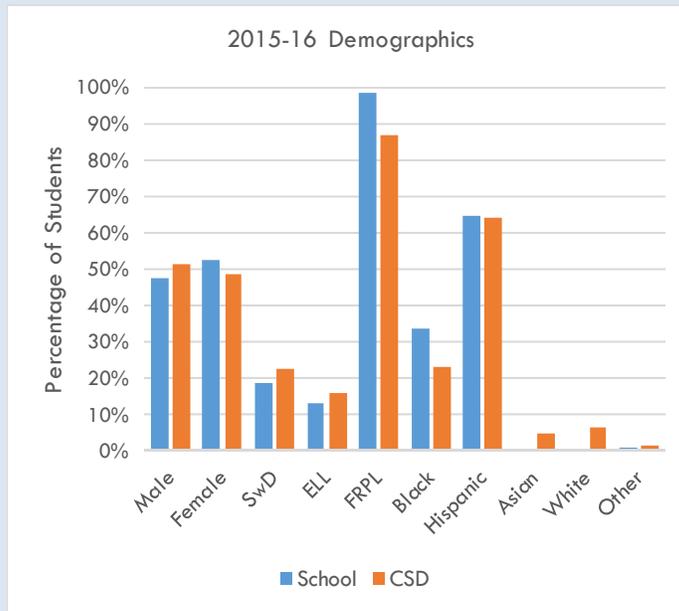
Hyde Leadership Charter School	
School Opened For Instruction	2006-2007
Date of First Renewal	2010-2011
Date of Second Renewal	2014-2015
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2018

Current Authorized Grade Span	K-12
Current Authorized Enrollment	940

Hyde Leadership Charter School was renewed for a three-year short term in the 2014-15 academic year with the following conditions, one academic and one operational/compliance:

<i>Current Charter Conditions</i>	<i>On Target / Not On Target</i>	<i>Notes</i>
1. The school must demonstrate academic growth, as measured by the school's median adjusted growth percentile in English Language Arts, for each year of the charter term. The median adjusted growth percentile for the school's students will be at or above 50 percent of the city percent of range for English Language Arts in each year of the charter term.	On Target	
2. As part of its oversight of Hyde Leadership Charter School in its next term, the NYC DOE will require the school to report twice per school year on the results of its planned corrective actions to address the high rate of uncertified teachers employed by the school. This report should show that the school has made significant progress in reducing the number of uncertified teachers in order to be in compliance with the Charter Schools Act, which prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools, by the end of the next charter term.	On Target	

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:

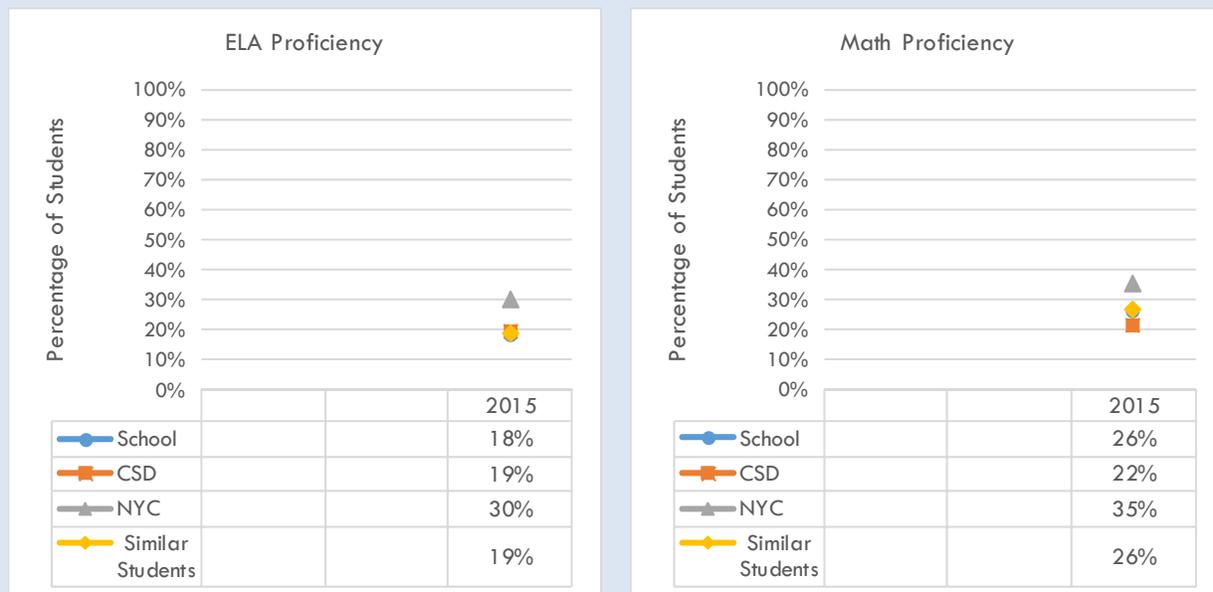
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

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 E.⁵ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁶



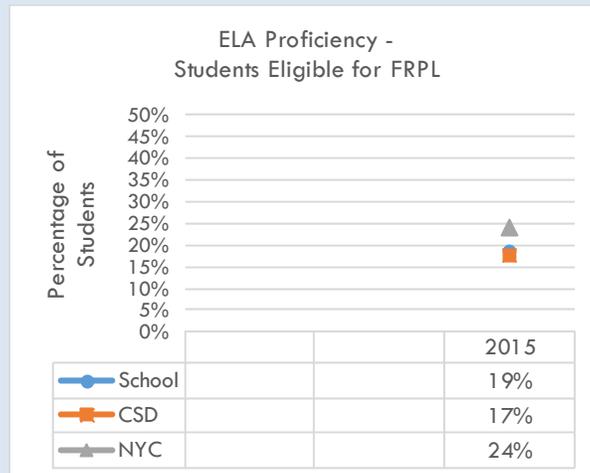
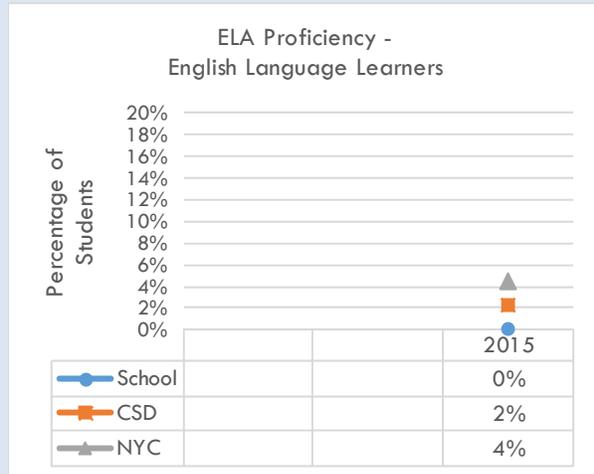
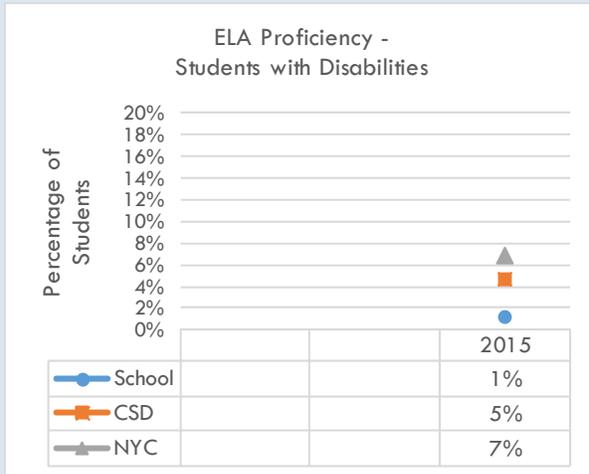
⁴ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

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.

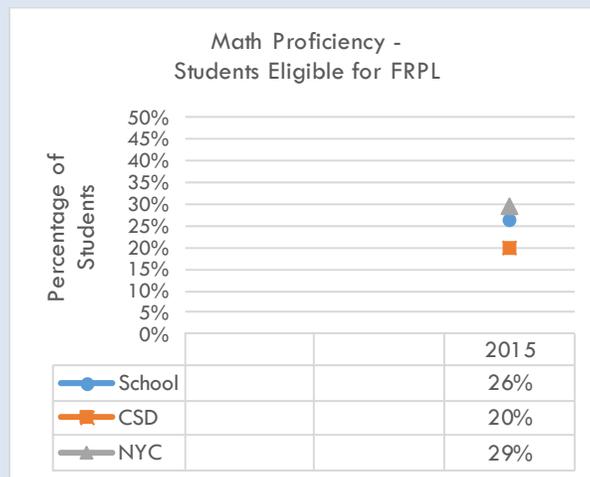
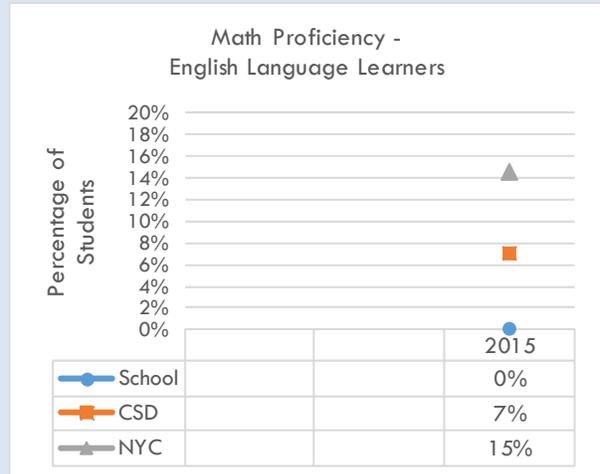
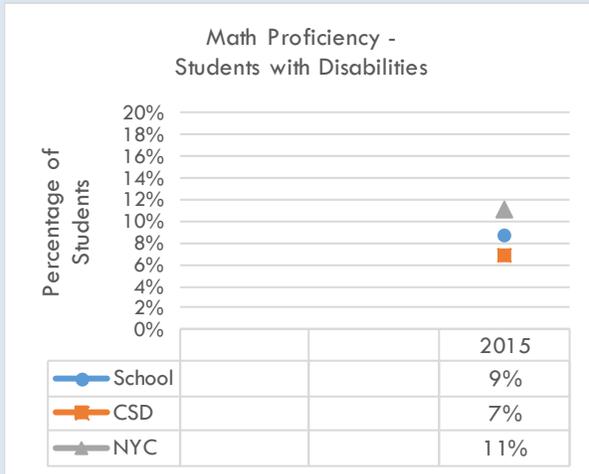
⁶ For more on the NYC DOE's similar students comparisons, please see the information here:

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

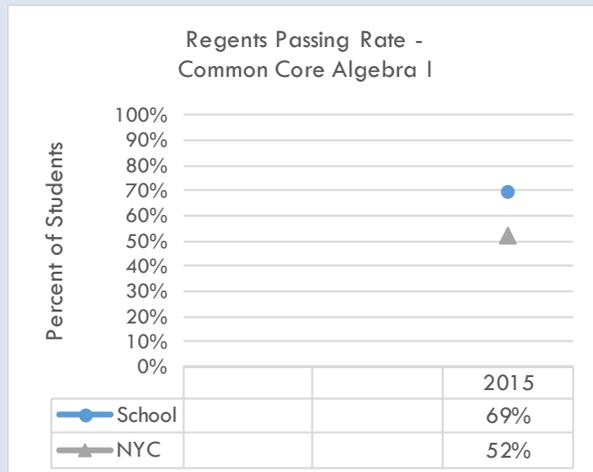
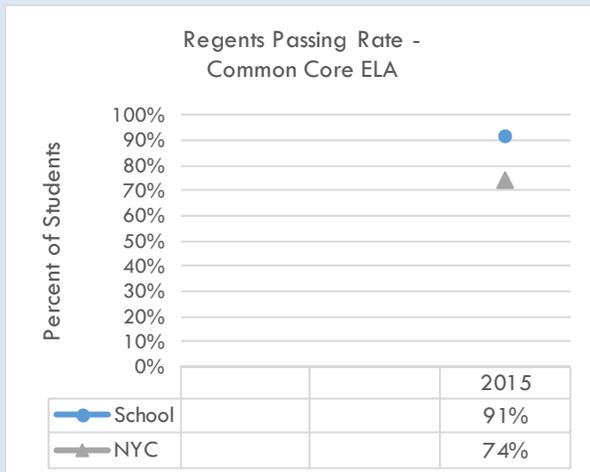
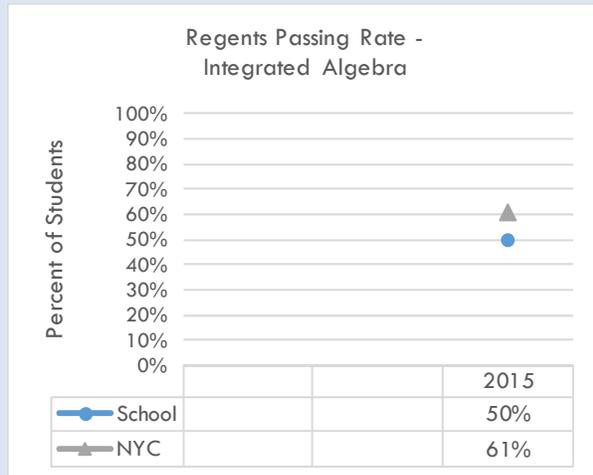
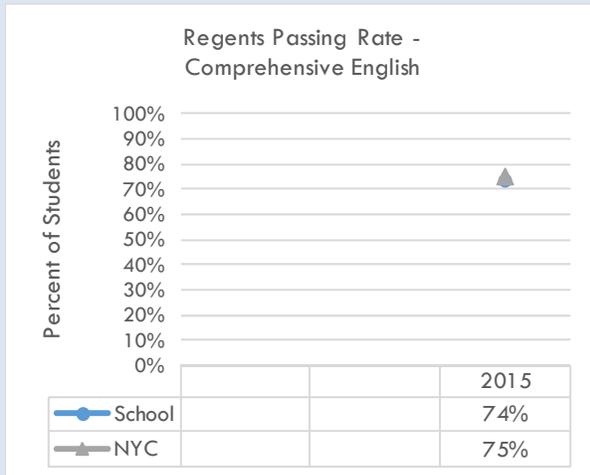
CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH

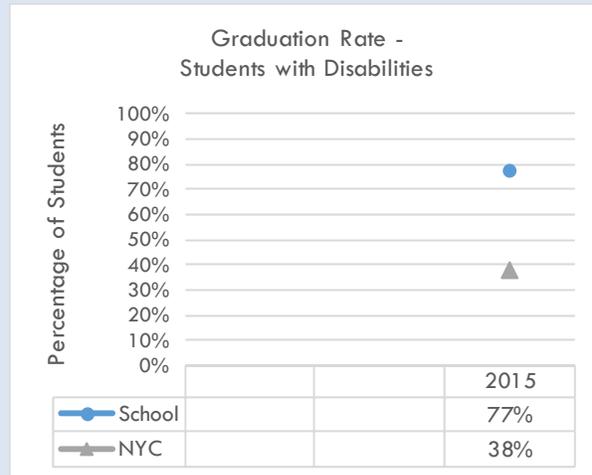
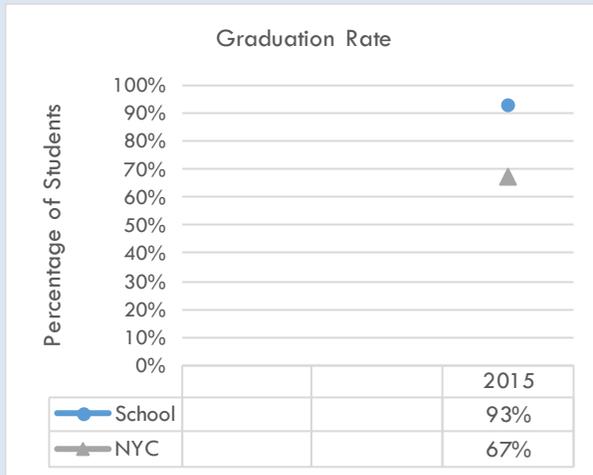


REGENTS PERFORMANCE - ELA AND ALGEBRA I PASSING RATES⁷



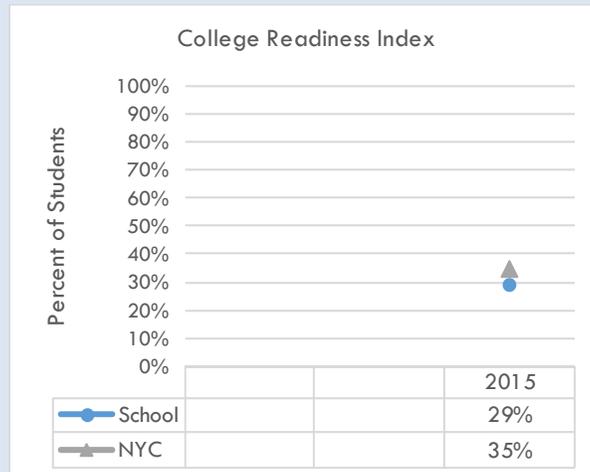
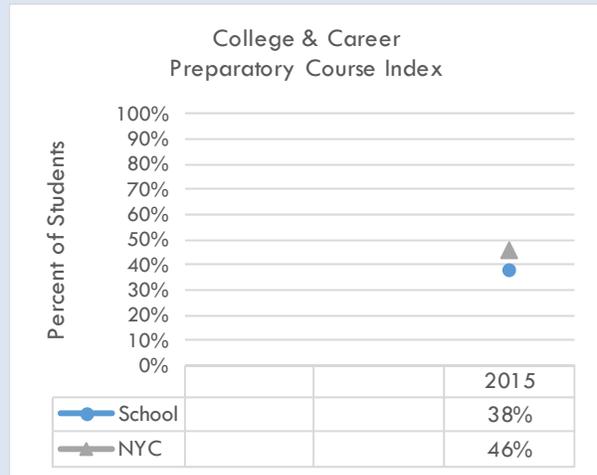
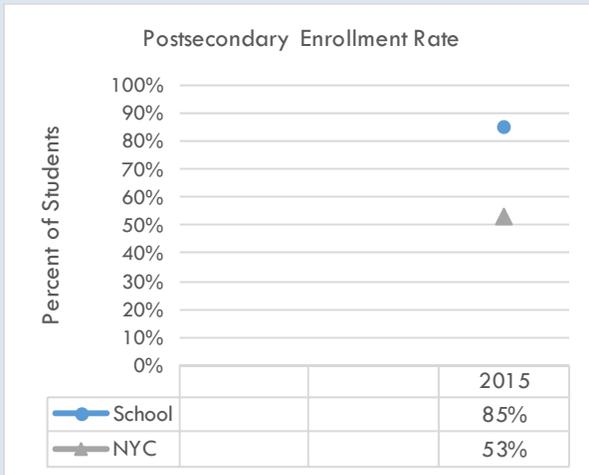
⁷ For additional Regents information, please see Appendix D.

CLOSING THE ACHIEVEMENT GAP – GRADUATION RATE



The school did not graduate sufficient numbers of English language learners to report on their outcomes.

COLLEGE & CAREER READINESS



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.

RIGOROUS STANDARDS-BASED CURRICULUM

HLCS is Common-Core aligned. The school has worked on this for several years and this year, school leadership reports, HLCS is achieving its highest degree of year-to-year continuity in the curriculum and its rigor is increasing accordingly.

TEACHER DEVELOPMENT AND COACHING

HLCS switched to the Charlotte Danielson evaluation framework. The school reports that making frequent observations is common practice, providing consistent feedback cycle for teachers.

INTEGRATED CHARACTER EDUCATION PROGRAMS FOR STUDENTS AND FAMILIES

Hyde's Character Education programs involve every student, teacher and staff member, empowering all Hyde community members to be their best, to support others effectively, and to act with purpose, honesty and humility. Hyde's Family Education Department conducts monthly parent programs in each division and offers individual support to struggling families.

INCLUSION FOR ALL LEARNERS

HLCS reports that it is committed to inclusionary practices such as Integrated Co-Teaching, differentiated instruction, project-based learning, accountability to the learning of oneself and others, and moving appropriate supports into the teaching environment when possible rather than providing such support in a pull-out.

COLLEGE FOCUS

Hyde's college-prep program delivers a combination of academic, character, and extra-curricular opportunities for students to graduate from HS and successfully attend college.

EXTENDED LEARNING TIME/SCHEDULE

Hyde's weekly schedule includes extra instructional time (greater than the required number of minutes), after school programs, and weekend enrichment and academic programs.

INTEGRATED USE OF TECHNOLOGY

Hyde has integrated technology and specific software platforms to assist and accelerate student learning in all subject areas, including special education services. The high school implemented a 1-1 laptop program this year. The Middle school and High school implemented Google Apps for education in 2014-15.

GOVERNANCE

The Board of Trustees consists of 10 members. The board has seven committees, including an executive, finance & investment, nominating, government relations, human resources, facilities, and a marketing, PR, & advertising 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 12 times between July 1, 2015 and June 30, 2016 and has met six times—the school's website has a notice for a seventh meeting in January but has not posted minutes to confirm the meeting—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 E. 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 F.

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	Compliant	

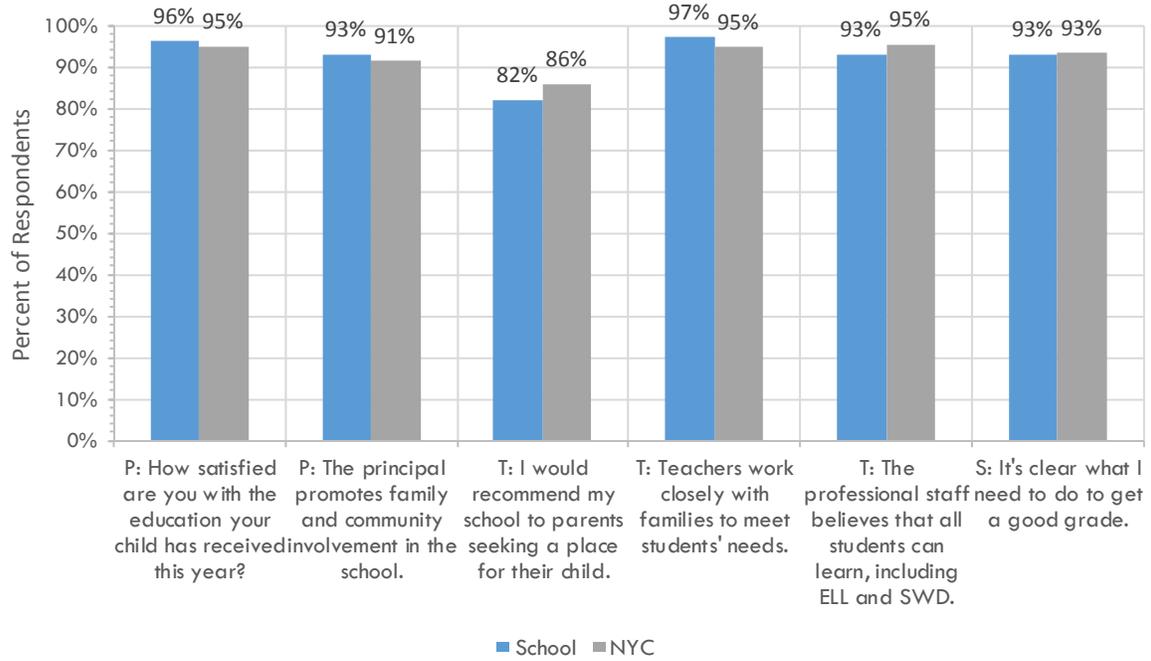
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant
School has a formal process for evaluating progress against charter school goals	Compliant
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant
Board meetings consistently meet quorum ⁸	Compliant

COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

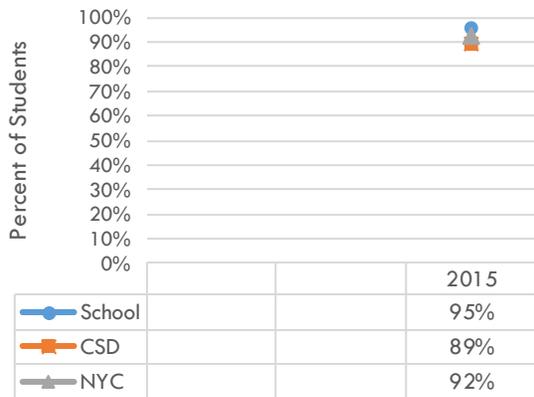
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	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	The school has staff from the 2015-16 started work prior to fingerprint clearance received.
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	
School has followed all applicable lottery and enrollment regulations	Not Compliant	Student Recruitment and Enrollment Plan not yet submitted to NYC DOE.

⁸ Quorum is defined is 50% of the board members plus one member present at a board meeting.

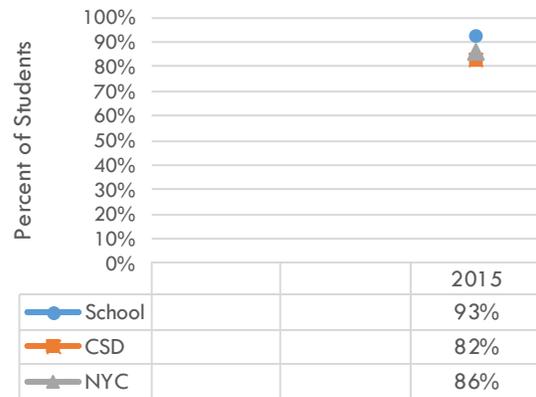
Percent Satisfaction on the NYC School Survey



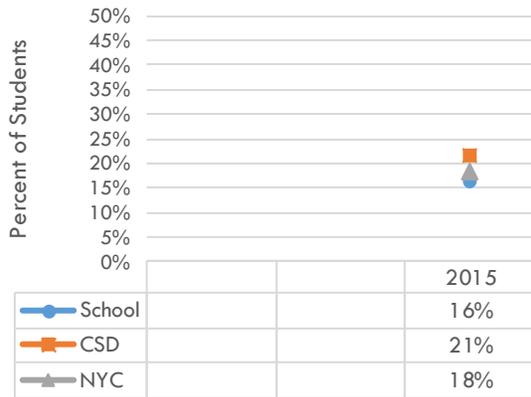
Attendance Rates



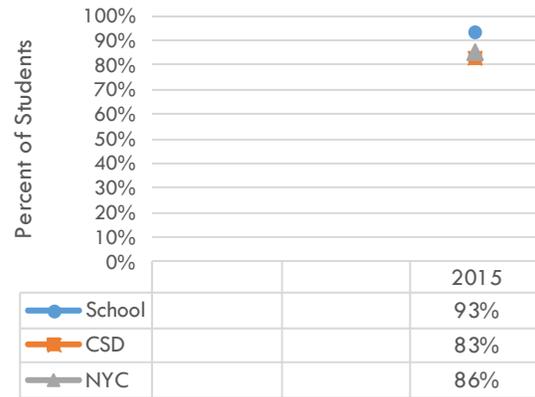
Retention Rates



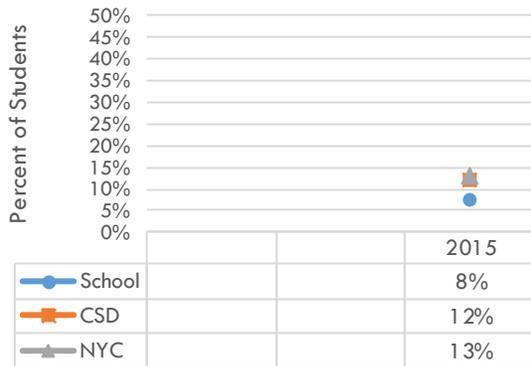
Enrollment Rates - Students with Disabilities



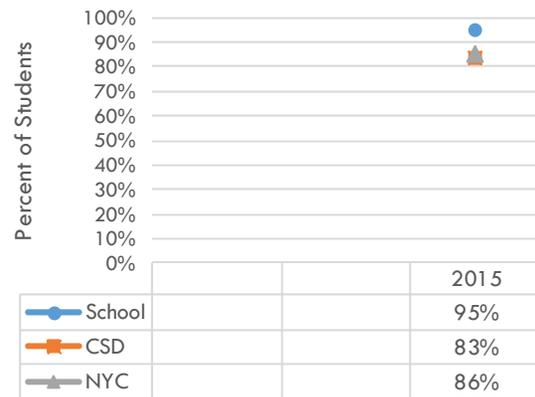
Retention Rates - Students with Disabilities



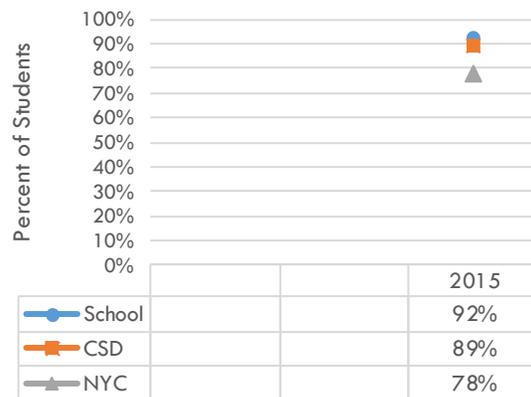
Enrollment Rates - English Language Learners



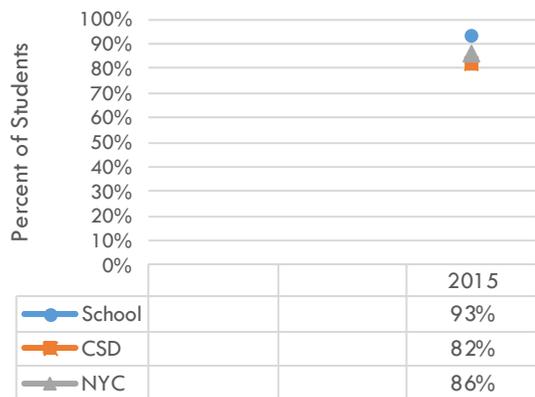
Retention Rates - English Language Learners



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 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

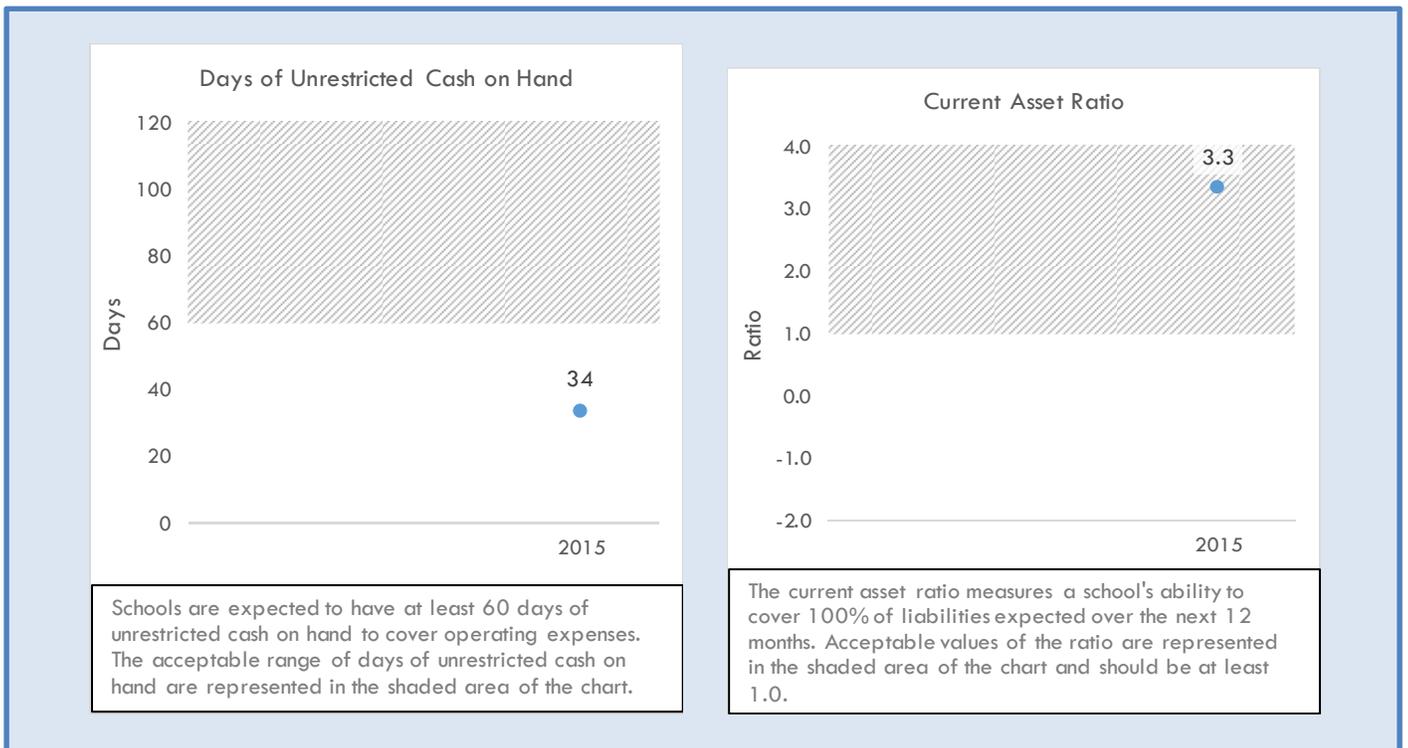
SCHOOL FINANCES

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: new teacher orientation and character curriculum planning; charges the school a fee that is less than 1% of the school's budget for these services.

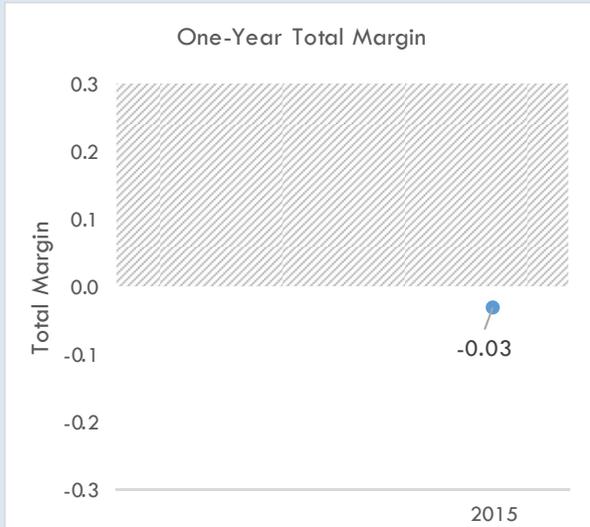
The school has \$70,612.29 in escrow meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY⁹

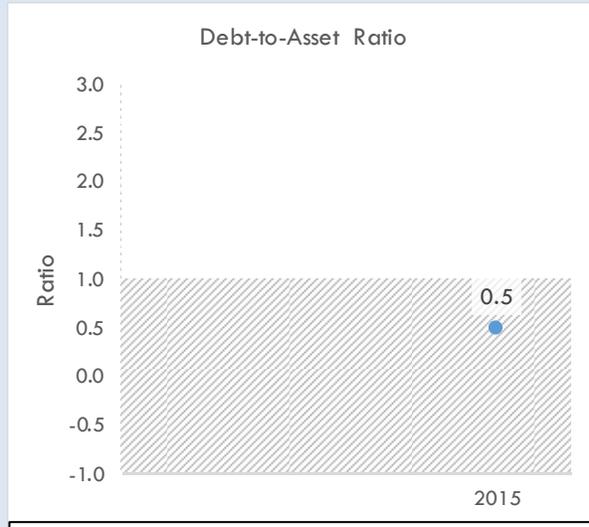


⁹ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

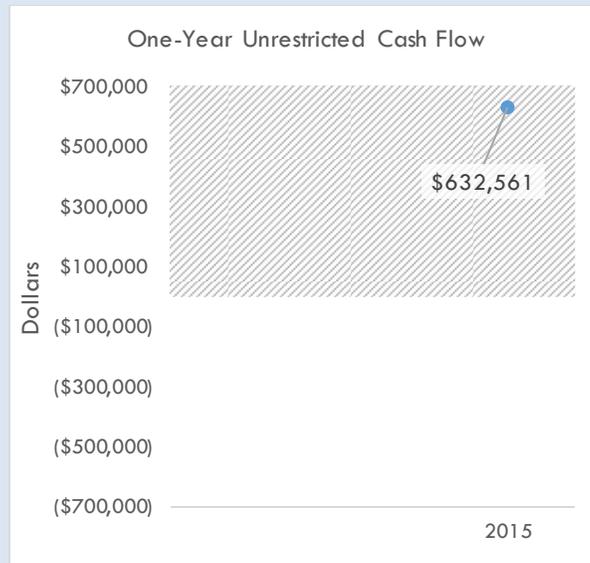
LONG-TERM FINANCIAL SUSTAINABILITY



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.

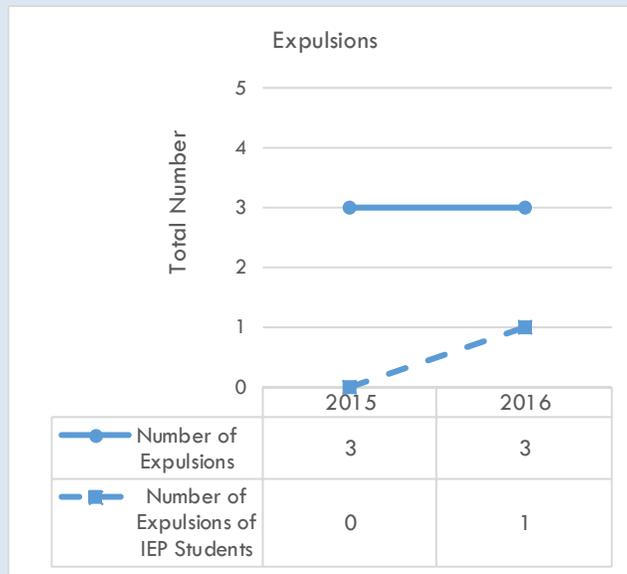
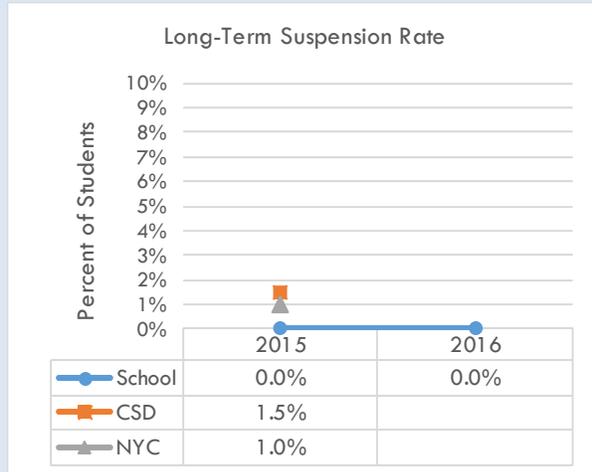
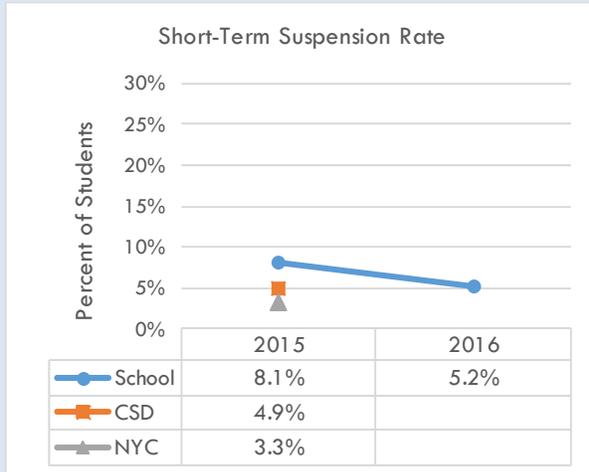
APPENDIX A: SCHOOL OVERVIEW

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	182
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	Grade K – Grade 7: 3 sections per each grade Grade 8: 4 sections per grade Grades 9 – Grade 12: 3 sections per each grade
Primary Entry Grade(s)	K, 9
Additional Grade(s) for which Student Applications are Accepted	1-8
Does School Enroll New Students Mid-Year?	No
Number of Applicants for Admission (School Year 2015-16)	2400
Number of Students Accepted via the Lottery (School Year 2015-16)	78 (Grade K), 15 (Grade 9)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES¹⁰



¹⁰ 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			
Grade 3	9%	21%	19%
Grade 4	8%	17%	19%
Grade 5	8%	5%	21%
Grade 6	17%	6%	11%
Grade 7	15%	14%	13%
Grade 8	15%	18%	28%
DIFFERENCE FROM CSD			
Grade 3	-9%	1%	0%
Grade 4	-8%	-4%	-3%
Grade 5	-11%	-12%	1%
Grade 6	4%	-8%	-8%
Grade 7	0%	-1%	-2%
Grade 8	1%	1%	8%

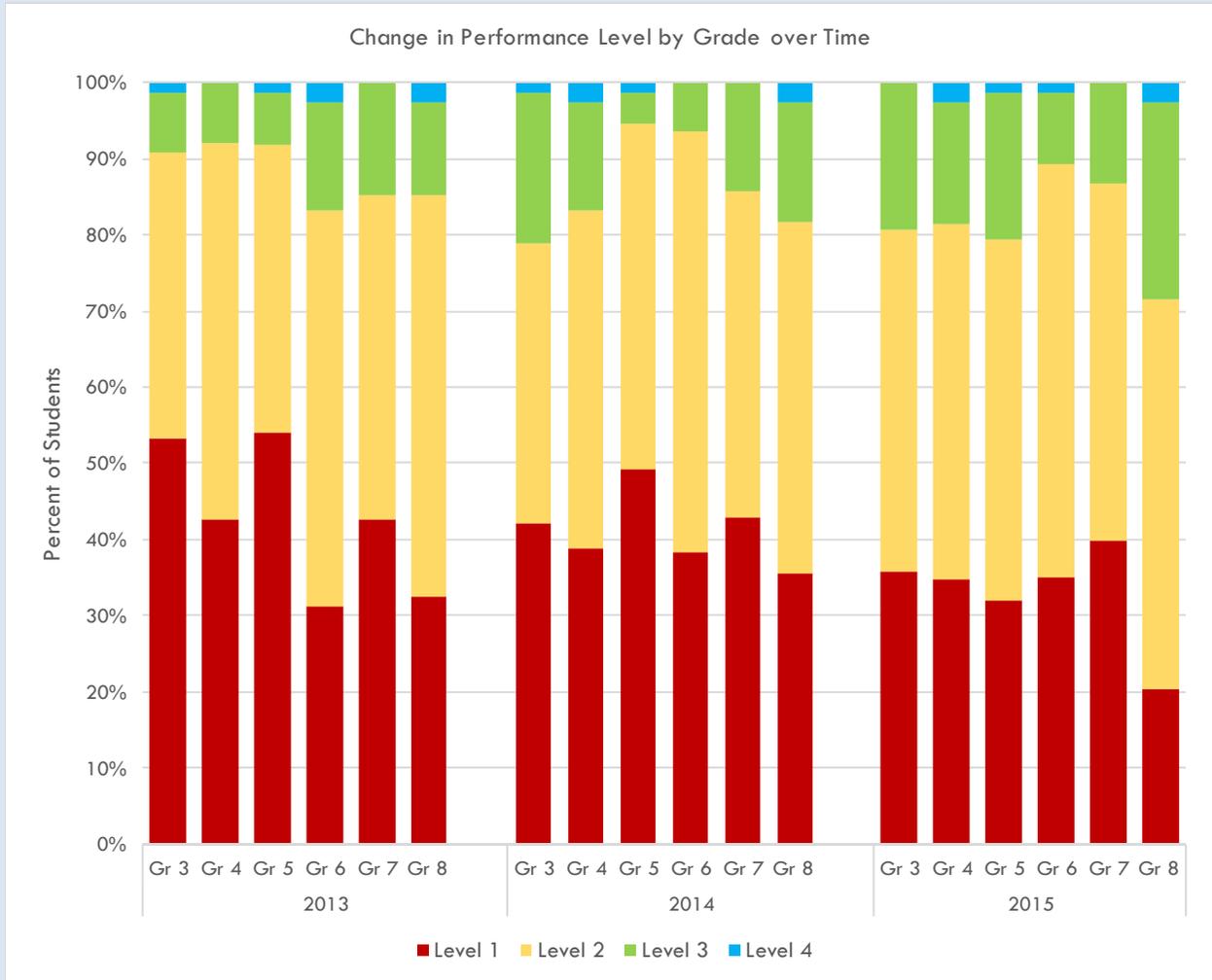
GRADE-LEVEL PROFICIENCY IN MATH

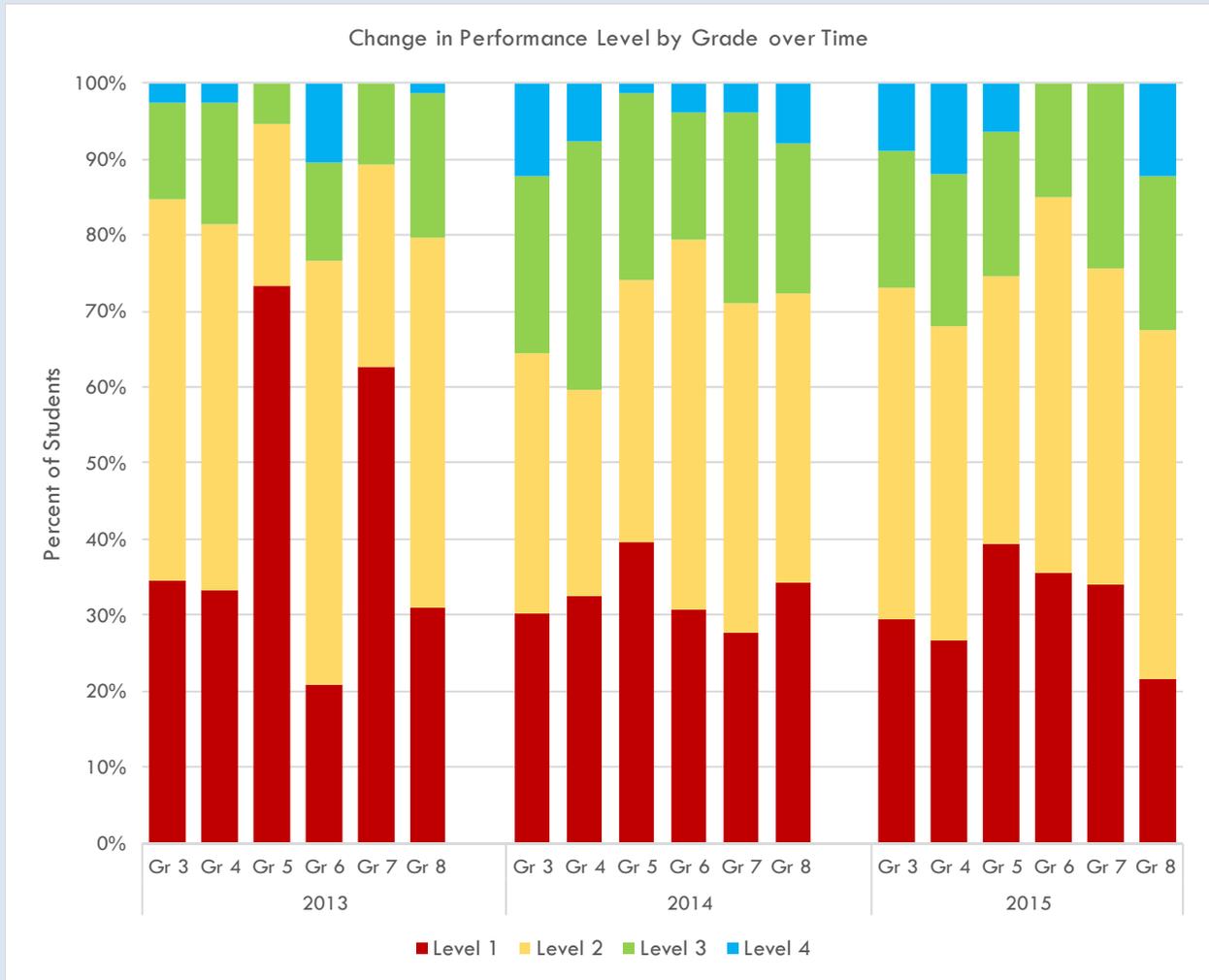
	2012-2013	2013-2014	2014-2015
Hyde Leadership Charter School			
Grade 3	15%	36%	27%
Grade 4	19%	40%	32%
Grade 5	5%	26%	25%
Grade 6	23%	21%	15%
Grade 7	11%	29%	24%
Grade 8	20%	28%	32%
DIFFERENCE FROM CSD			
Grade 3	-7%	9%	-1%
Grade 4	-4%	12%	7%
Grade 5	-14%	-2%	-4%
Grade 6	9%	2%	-6%
Grade 7	-1%	16%	8%
Grade 8	9%	17%	23%

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

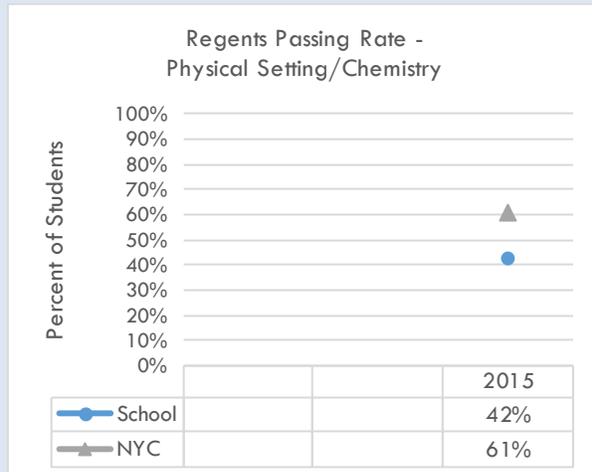
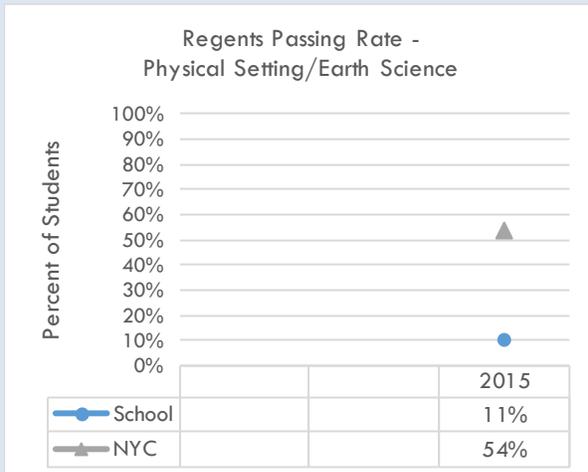
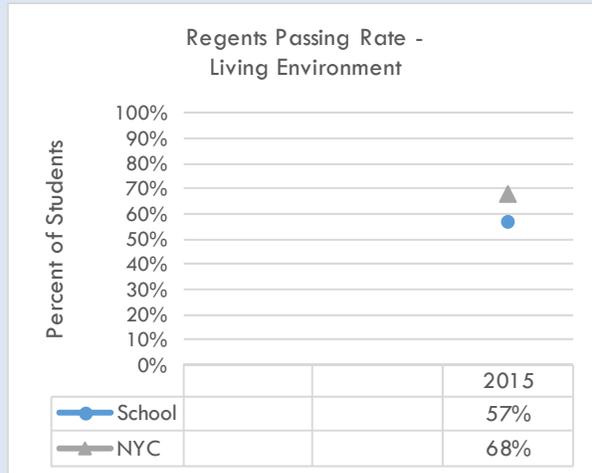
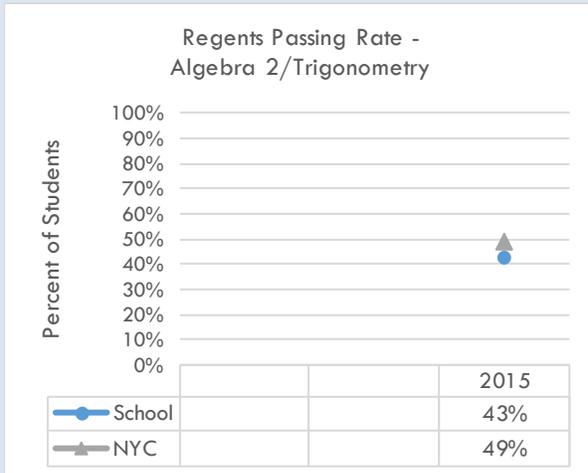
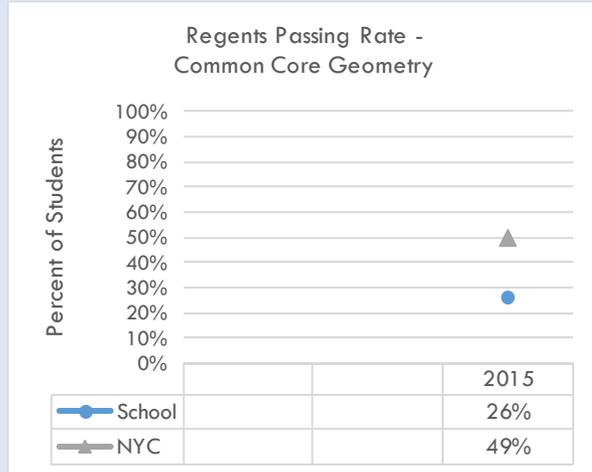
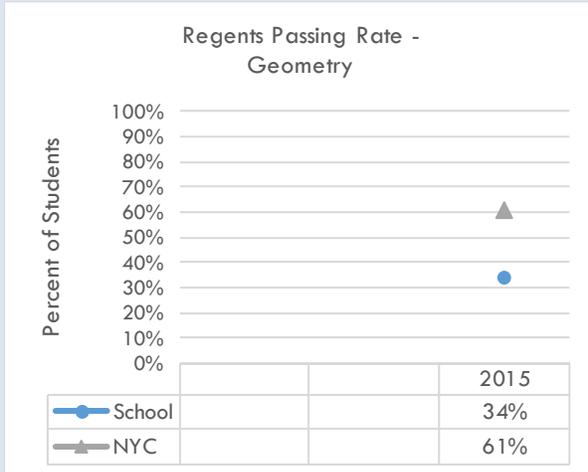
The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

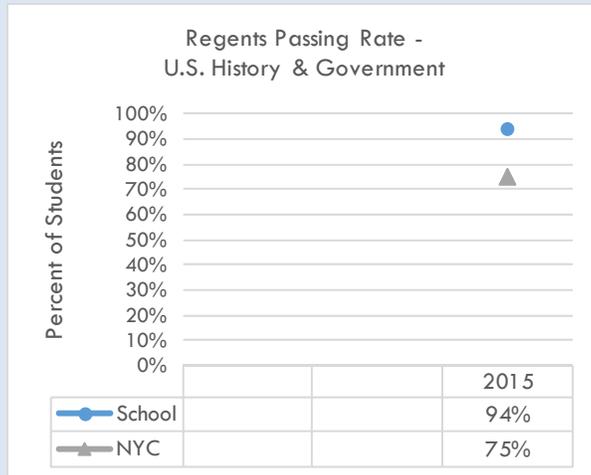
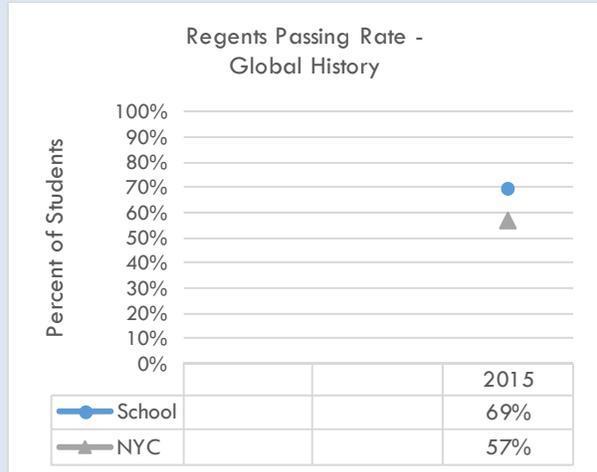
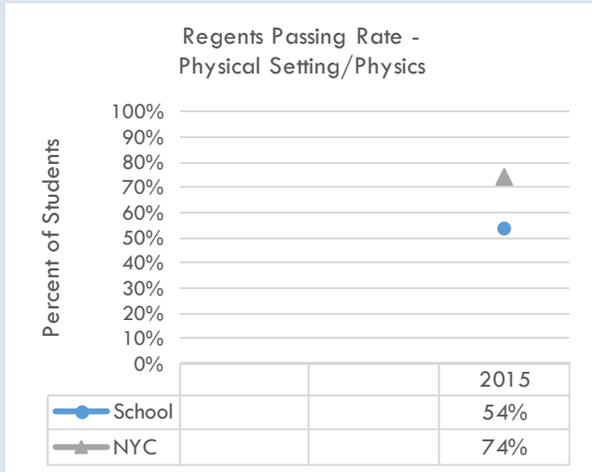
ENGLISH/LANGUAGE ARTS





APPENDIX D: ADDITIONAL REGENTS PASS RATES





APPENDIX E: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹¹, the school achieved/met its goals as follows:

- Academic Goals: ¹²
 - 3 of 9 applicable academic charter goals in its most recent year
- Operational Goals:
 - 0 of 0 applicable operational charter goals in its most recent year
- Financial Goals:
 - 1 of 1 applicable financial charter goals in its most recent year

Charter Goals		2014-15
Academic Goals	<p>Math & ELA Performance</p> <p>Hyde Leadership Charter School’s students who have been at HYDE- BRONX for at least three years will, on average, meet or exceed the average city-wide aggregate math scores.</p> <p>1. The aggregate ELA and Math scores for elementary and intermediate school students who have been at HYDE-BRONX for one year will meet or exceed the average scores of the other District 8 schools.</p> <p>2. After two years at HYDE- BRONX, these aggregate scores will exceed the district’s average.</p> <p>3. After three years at HYDE- BRONX, these aggregate scores will meet or exceed the average city-wide aggregate ELA and Math scores.</p>	<p>1. Not Met</p> <p>2. Not Met for ELA, Met for Math</p> <p>3. Not Met</p>

¹¹ This information was submitted by schools to NYSED and has not been vetted by NYC DOE for accuracy or completeness.

¹² 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.

Promotion Rates

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

1. 91.6% first year students promoted
2. 95.9% second year students and 94.9% third year students were promoted
3. 95.9% of students after three year were promoted. Promotion rates for District 8 and NYC are not available to determine if we met our goal.

Adequate Yearly Progress

First and second grade students in Hyde Leadership Charter School will achieve annual yearly progress (AYP) as indicated by internal measures outlined below. First and Second Grade:

1. 90% of each cohort will test above the 40th National Percentile Rank 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.

Scores on the NWEA Test

1. Not Met
2. Not Met

Value-Added Performance/Progress Each grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam (baseline) and 90 percent 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 75 percent on the previous year's ELA exam, the school is expected to demonstrate some growth (above 75 percent) in the current year (for grades 3-8). Each grade-level cohort of the same students will reduce by one-half the

Goal Not Met

gap between the percent at or above Level 3 on the previous year's State Math exam (baseline) and 75 percent 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 75 percent on the previous year's Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year (for grades 3-8.)

High School Goals

- 5a. By the end of their 4th year in the Hyde-Bronx high school division, 75 percent of these students will have scored at least 65 on the New York State Regents examinations in ELA.
- 5b. By the end of their 4th year in the Hyde-Bronx high school division, 75 percent of these students will have scored at least 65 on a New York State Regents examination in Math.
- 5c. By the end of their 4th year in the Hyde-Bronx high school division, 75 percent of these students will have scored at least 65 on a third New York State Regents examination.
- 5d. At least 75% of each entering class of ninth graders who remain at Hyde-Bronx will graduate within five years.
- 5e. Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYC DOE Progress Report peer schools.
- 5f. Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYC DOE Progress Report peer schools.

Goal Met Goal Met Goal Met Goal Met

Cannot officially report until Progress Reports for 2014-2015 are released. However, 90% of our students reached this criterion.
 Cannot officially report until Progress Reports for 2014-2015 are released. However, 90% of our students reached this criterion.

Student Attendance at HYDE- BRONX will exceed city averages.

1. During their first year at HYDE-BRONX,

1. Goal Met. Attendance for first year students at Hyde was 95.34% compared to 88.60% in all District 8

<p>students' attendance rates will meet or exceed average attendance at other District 8 schools.</p> <p>2. During their second and third years at HYDE- BRONX, students' attendance rates will meet or exceed average attendance at other District 8 schools.</p> <p>3. After three years at HYDE-BRONX, students' attendance rates will meet or exceed aggregate attendance rates of all NYC schools combined.</p>	<p>schools.</p> <p>2. Goal Met. Second year students had an average attendance rate of 94.77%, while third-year students had an attendance rate of 93.74%.</p> <p>3. Goal Not Met. The average attendance rate for students after 3 years at Hyde was 90.25% compared to 91.41% for all NYC schools.</p>
<p>Student Attrition</p> <p>1. 25% or less of first-year students will fail to return to HYDE-BRONX for their second year.</p> <p>2. 20% or less of second- year students will fail to return to HYDE-BRONX for their third year.</p> <p>3. 15% or less of students will fail to return to HYDE- BRONX after each ensuing year.</p>	<p>Goal Met</p> <p>1. 8% first year students failed to return to Hyde for their second year.</p> <p>2. 2% second year students failed to return to Hyde for their third year.</p> <p>3. The percentage of students failing to return after each ensuing year was less than 15%, except for students in their 9th year who had a 20% attrition rate.</p>
<p>Parent Satisfaction Each year, parents will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.</p>	<p>Goal Met</p> <p>Satisfaction Rates: Hyde / City Parents: 93% / 90% Teachers: 85% / 88% Students: 82% / 82% Hyde's Survey Response Rates: Parents: 53% Teachers: 94% Students: 89%</p>
<p>Parent Participation</p> <p>At least 80% of parents, guardians or other committed adults will participate in at least six parent events/activities each year.</p> <p>Events/activities include: Family Days, Parent Discovery nights, parent teacher conferences, parent/family retreats and workshops.</p>	<p>Goal Not Met</p> <p>77.84% of our parents attended at least six Family Program events</p>
<p>Enrollment Stability Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be measured each year by an analysis of student enrollment figures in ATS.</p>	<p>Goal Met.</p> <p>Our target enrollment for 2014-2015 was 965 and our average enrollment for the year was 965, which is 2.7% above the 940 authorized enrollment</p>

Operational Goals	<i>The school did not submit operational goals.</i>	
Financial Goals	<p data-bbox="375 294 756 319">Financial Compliance & Viability</p> <p data-bbox="375 331 899 470">10a. Upon completion of every year, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.'</p> <p data-bbox="375 504 922 604">10b. The school will have liquid financial assets at least equal to one year's rent at each quarter end.</p>	Goal Met

APPENDIX F: 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.

The school reports the following 2014-15 and current year (Hyde BEDS) enrollment percentage, which show it having comparable percentages of FRL to the district but lower percentages of SWD and ELL students:

	District FY15 %	Hyde FY15%	Hyde BEDS 2016 %
ELLs	11.9%	8.1%	7.9%
SPED	21.4%	16.5%	18.5%
Free and Reduced	88.9%	90.8%	89.3%

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- School website provides information in English and Spanish.
- All recruiting documents note services available for ELL students;
- All recruiting flyers are translated into Spanish;
- Spanish translation provided at five school new enrollment information sessions.

STUDENTS WITH DISABILITIES (SWD)

- Marketing flyers highlight that the school provides Special Education services.

STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- Participation in the Bronx Charter School Fair sponsored by the NYC Charter School Center;
- Open House sessions at local day care facilities to recruit incoming Kindergarten students;
- Distribution of recruitment flyers to District 8 private and public schools and day care centers.
- Spanish translation provided at five school new enrollment information sessions;
- Consistent participation in the online charter application process;
- Participation in the Bronx Charter School Fair sponsored by the NYC Charter School Center;
- Open House sessions at local day care facilities to recruit incoming Kindergarten students;
- Distribution of recruitment flyers to District 8 private and public schools and day care centers.

APPENDIX G: 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/ronlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYC DOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf](http://schools.nyc.gov/NR/ronlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYC%20DOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf).