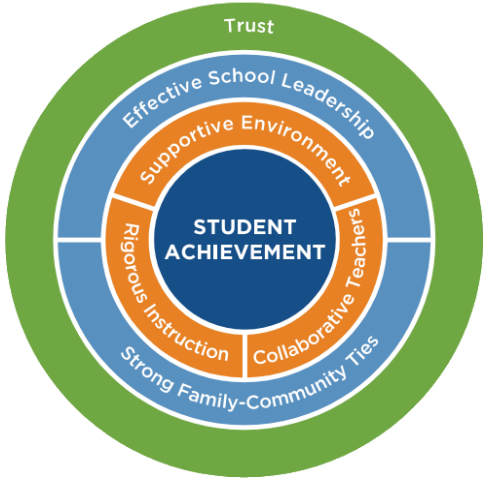
2014-15 School Quality Snapshot / ES

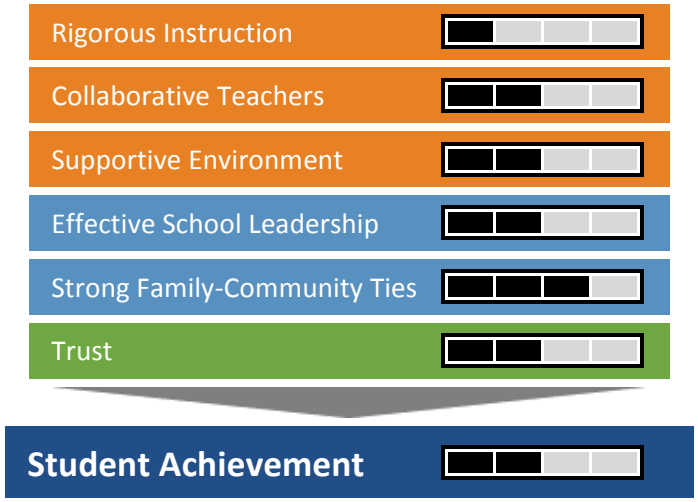
www.hydebrooklyn.org

Hyde Leadership Charter School- Brooklyn (84K769)

Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student learning.





KEY:

Excellent | Good | Fair | Poor

General Information

Principal: Christine Depina Forbes
Grades served: 0K,01,02,03,04,05
Enrollment: 392
Shared Space: Yes
Admissions methods:

Student Demographics

Asian: 2% | Black: 75% | Hispanic: 22% | White: 0%
English Language Learners: 8%
Student with Special Needs: 11%

Staff Experience

Years of principal experience at this school: N/A
% of teachers with 3 or more years of experience: N/A

Attendance

Student Attendance: 94% | Students Chronically Absent: 25%
Teacher Attendance: N/A

330 Alabama Avenue
Brooklyn, NY 11207
718-495-5620

Programs and Activities

87% of parents feel that this school offers a wide enough variety of programs, classes, and activities to keep students interested in school

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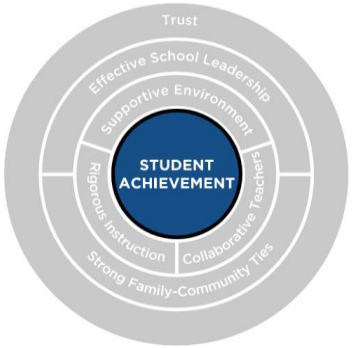

Student Achievement

This section presents information on this school's state test results, including student growth and performance, how students performed in core courses, and how well students are prepared for middle school.

Growth on State Tests

English

How well did this school help students improve on their State English tests?

All Students at this School

School's Lowest Performing Students

Math

How well did this school help students improve on their State math tests?

All Students at this School

School's Lowest Performing Students

Closing the Achievement Gap

How well did this school help different groups of students improve on their State English and math tests?

	English	Math
English Language Learners	N/A	N/A
Students with Special Needs	N/A	N/A
City's Lowest Performing Students		

Performance on State Tests

English

18%

met State standards on the State English test;
the average score at this school was 2.4 out of 4.5

City: 30%
District: 17%
Comparison Group*: 24%

Math

24%

met State standards on the State math test;
the average score at this school was 2.5 out of 4.5

City: 39%
District: 23%
Comparison Group*: 39%

At this school, how did students from different starting points in 3rd grade perform on state tests in 5th grade?

English

Starting Point (3th grade level)	5th Grade Outcomes (on state ELA test)	City
Level 3 or 4	71% scored 3 or 4	66%
Level 2	7% scored 3 or 4	26%
Level 1	57% scored 2, 3, or 4	33%

Math

Starting Point (3th grade level)	5th Grade Outcomes (on state math test)	City
Level 3 or 4	67% scored 3 or 4	74%
Level 2	13% scored 3 or 4	28%
Level 1	27% scored 2, 3, or 4	28%

Passing Courses

Next Level Readiness

N/A

pass rate by this school's former 5th graders in their 6th grade classes in math, English, social studies, and science

City: 94%
District: 92%
Comparison Group*: N/A

Which middle schools did students from this school most frequently attend?

N/A

KEY:

Excellent
Good
Fair
Poor

***Comparison Group** is made up of students from other schools across the city who were the most similar to the students at this school, based on their incoming test scores, disability status, economic need, and over-age status. Comparing the school's result to the "comparison group" result provides insight on how well the school is helping its students in light of their starting points and the challenges that they face.

The section ratings are based on more information than what is included in this summary report. For more information, please see: http://schools.nyc.gov/Accountability

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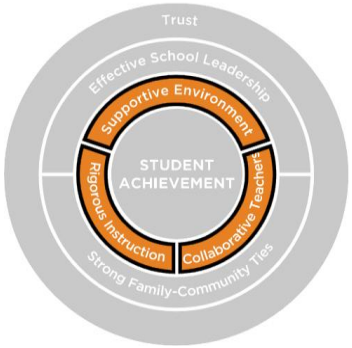

Rigorous Instruction

Curriculum and instruction are designed to engage students, foster critical thinking skills, and are aligned to the Common Core.

Quality Review [1]

How interesting and challenging is the curriculum?

N/A

How effective is the teaching and learning?

N/A

How well does the school assess what students are learning?

N/A

Survey [2]

79%

responded positively to questions about Rigorous Instruction

City: 91%
District: 90%

Selected Questions

88% of teachers say that students do reading and writing grounded in evidence from text (City: 95%)

81% of teachers say that students develop conceptual, procedural, and applied skills in math (City: 94%)

Collaborative Teachers

Teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.

Quality Review

How well do teachers work with each other?

N/A

Survey

69%

responded positively to questions about Collaborative Teachers

City: 89%
District: 86%

Selected Questions

91% of teachers say that they work together to design instructional programs (City: 94%)

42% of teachers say that they have opportunities to work productively with colleagues in their school (City: 87%)

53% of teachers say that they feel responsible that all students learn (City: 92%)

Supportive Environment

The school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations.

Quality Review

How clearly are high expectations communicated to students and staff?

N/A

Less Restrictive Environment

Movement of students with special needs to less restrictive environments

Survey

83%

responded positively to questions about Supportive Environment

City: 92%
District: 90%

Selected Questions

97% of teachers say that students are safe in the hallways, bathrooms, locker room, and cafeteria (City: 96%)

87% of teachers say that adults at the school teach students how to advocate for themselves (City: 95%)

97% of teachers say that students feel it is important to come to school every day (City: 96%)

[1] Quality Review

Charter schools do not receive Quality Reviews. They are monitored and evaluated by authorizers, who produce reports. The school's authorizer is New York City Department of Education - Chancellor. The authorizer's reports can be found on the authorizer's website: http://schools.nyc.gov/community/charters/information/schoolperformancereports.htm

[2] Survey Response Rates

Teachers: 79%
Parents: 79%

KEY:

Excellent
Good
Fair
Poor

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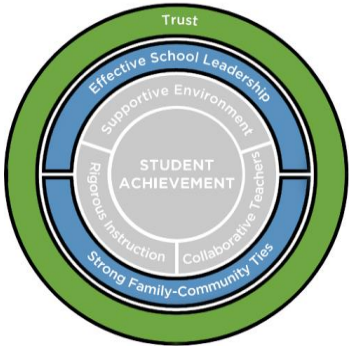

Effective School Leadership

School leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision.

Survey [2]

63%

responded positively to questions about Effective School Leadership

City: 81%
District: 77%

Selected Questions

71% of teachers say that the principal communicates a clear vision for this school (City: 88%)

47% of teachers say that curriculum and instruction are well coordinated across different grade levels (City: 83%)

93% of parents feel that the principal works to create a sense of community in the school (City: 91%)

Strong Family-Community Ties

The school forms effective partnerships with families and outside organizations to improve the school.

Survey

86%

responded positively to questions about Strong Family-Community Ties

City: 85%
District: 84%

Selected Questions

94% of parents say that school staff regularly communicate with them about how the staff can help their children learn (City: 92%)

96% of parents feel that teachers try to understand families' problems and concerns (City: 94%)

91% of teachers say that teachers at this school work closely with families to meet students' needs (City: 97%)

Trust

Relationships between administrators, educators, students, and families are based on trust and respect.

Survey

83%

responded positively to questions about Trust

City: 91%
District: 89%

Selected Questions

79% of teachers say that they trust the principal (City: 83%)

45% of teachers say that they trust each other (City: 87%)

94% of parents say that school staff work hard to build trusting relationships with them (City: 93%)

Additional Information

This report is intended to provide a useful summary of school information, but it does not cover everything.

To learn more, parents are encouraged to review additional resources, such as the School Directory, the School Quality Guide, the Quality Review, and the NYC School Survey, and to speak with members of the school community.

[2] Survey Response Rates

Teachers: 79%
Parents: 79%

KEY:

Excellent
Good
Fair
Poor

For more information on this document: http://schools.nyc.gov/NR/rdonlyres/5068209C-326B-4FDB-9746-EAF6B5C39279/0/SnapshotFamilyGuideES2015.pdf

School Quality Guide: http://schools.nyc.gov/OA/SchoolReports/2014-15/School_Quality_Guide_2015_EMS_K769.pdf
Quality Review: http://schools.nyc.gov/Accountability/tools/review/default.htm
NYC School Survey: http://schools.nyc.gov/OA/SchoolReports//2014-15/Survey_2015_K769.pdf
NYC School Directory: http://schools.nyc.gov/NR/rdonlyres/8757C69C-6424-4F4D-B7DF-FBAEFED6B809/0/2014_15Brooklyn.pdf