

Hyde Leadership Charter School



Mission Possible

Annual Report

2014-2015

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School Information

School Name: Hyde Leadership Charter School

BEDS #: 320800860903

Charter Authorizer: New York City Department of Education

District/CSD of Location: New York City, District 8

Primary address: 730 Bryant Avenue, Bronx, NY 10474

Telephone: 718-991-5500

Fax: 718-842-8617

School email address: info@hydebronxny.org

Emergency Contact: Michael McNamara, Chief Operating Officer

School web address: www.hydebronxny.org

Date of Initial Charter: 2006

Date school first opened for instruction: 2006

Total number of students 2014-2015 Enrollment (on June 30, 2015): 963

2014-2015 Grades Served: K-12

School Sites:

730 Bryant Avenue, Bronx, NY 10474

Grades Served: K-8

830 Hunts Point Avenue, Bronx, NY 10474

Grades Served: 9-12

New York State School Report Card

Hyde Leadership Charter School's most recent New York School Report Card is available at:

<http://data.nysed.gov/profile.php?instid=800000059325>

Appendix A: Progress toward Charter Goals

2014-15 Progress Toward Charter Goals			
Academic Student Performance Goal	Measure used to evaluate progress toward attainment of goal	2014-15 progress toward attainment of goal	If not met, efforts the school will take to meet goal
<p>Math & ELA Performance <i>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.</i></p> <ol style="list-style-type: none"> <i>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.</i> <i>After two years at HYDE-BRONX, these aggregate scores will exceed the district's average.</i> <i>After three years at HYDE-BRONX, these aggregate scores will meet or exceed the average city-wide aggregate ELA and Math scores.</i> 	<p>Mandated New York State assessments in elementary and middle schools</p>	<ol style="list-style-type: none"> Not Met Not Met for ELA, Met for Math Not Met 	<p>See page 11 for action plan.</p>

2014-15 Progress Toward Charter Goals

Academic Student Performance Goal	Measure used to evaluate progress toward attainment of goal	2014-15 progress toward attainment of goal	If not met, efforts the school will take to meet goal
<p>Promotion Rates</p> <ol style="list-style-type: none"> 1. After their first year at <i>HYDE-BRONX</i>, students' promotion rates will meet or exceed the average promotion rate at other District 8 schools. 2. After their second and third years at <i>HYDE-BRONX</i>, students' promotion rates will exceed average promotion rates at other District 8 schools. 3. After three years at <i>HYDE-BRONX</i>, students' promotion rates will meet or exceed aggregate promotion rates of all NYC schools combined. 	<p>Promotion measures prescribed by the New York City of Department of Education for the School Report Card</p>	<ol style="list-style-type: none"> 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. <p>Promotion rates for District 8 and NYC are not available to determine if we met our goal.</p>	
<p>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:</p> <ol style="list-style-type: none"> 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. 	<p>Scores on the Gates and MacGinitie Decoding and Vocabulary subtests</p> <p>End of the year math assessment</p>	<p align="center">Not Met</p> <p align="center">Not Met</p>	<p align="center">See page 14 for reflection and action plan.</p>

2014-15 Progress Toward Charter Goals

Academic Student Performance Goal	Measure used to evaluate progress toward attainment of goal	2014-15 progress toward attainment of goal	If not met, efforts the school will take to meet goal
<p>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).</p> <p>Each grade-level cohort of the same students will reduce by one-half the 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.)</p>	<p>(For measuring this goal, the difference will be calculated by subtracting the percentage of students who scored proficient on the NYS ELA test enrolled at the school on BEDS day of year 1 from the percentage of the same students who scored proficient on the NYS ELA test in year 2 and were continuously enrolled for two consecutive years on BEDS day.)</p> <p>(For measuring this goal, the difference will be calculated by subtracting the percentage of student who scored proficient on the NYS MATH test enrolled at the school on BEDS day of year 1 from the percentage of the same students who scored proficient on the NYS MATH test in year 2 and were continuously enrolled for two consecutive years on BEDS day).</p>	<p align="center">Goal Not Met</p>	<p align="center">See Math/ELA performance goal on page 11 for action plan</p>

2014-2015 Progress Toward Attainment of Academic Charter Goals

Academic Student Performance Goal	Measure used to evaluate progress toward attainment of goal	2014-15 progress toward attainment of goal	If not met, efforts the school will take to meet goal
<p>High School Goals</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>5d. At least 75% of each entering class of ninth graders who remain at Hyde-Bronx will graduate within five years.</p> <p>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 NYCDOE Progress Report peer schools.</p> <p>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 NYCDOE Progress Report peer schools.</p>	<p>ELA Regents exams</p> <p>Integrated Algebra Geometry</p> <p>Living Environment and Global History and Geography Regents Exams</p> <p>Graduation/Enrollment Rates</p> <p>English Regents Exam</p> <p>Math Regents Exam</p>	<p>Goal Met</p> <p>Goal Met</p> <p>Goal Met</p> <p>Goal Met</p> <p>Cannot officially report until Progress Reports for 2014-2015 are released. However, 90% of our students reached this criterion.</p> <p>Cannot officially report until Progress Reports for 2014-2015 are released. However, 90% of our students reached this criterion.</p>	

2014-2015 Progress Toward Charter Goals

Charter-specific goal or objective	Measure used to evaluate progress toward attainment of goal	2014-15 progress toward attainment of goal	If not met, efforts the school will take to meet goal
<p>Student Attendance Attendance at HYDE-BRONX will exceed city averages.</p> <ol style="list-style-type: none"> 1. During their first year at HYDE-BRONX, students' attendance rates will meet or exceed average attendance at other District 8 schools. 2. During their second and third years at HYDE-BRONX, students' attendance rates will meet or exceed average attendance at other District 8 schools. 3. After three years at HYDE-BRONX, students' attendance rates will meet or exceed aggregate attendance rates of all NYC schools combined. 	<p align="center">Student Attendance</p>	<ol style="list-style-type: none"> 1. Goal Met. Attendance for first year students at Hyde was 95.34% compared to 88.60% in all District 8 schools. 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%. 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>Student Attrition</p> <ol style="list-style-type: none"> 1. 25% or less of first-year students will fail to return to HYDE-BRONX for their second year. 2. 20% or less of second-year students will fail to return to HYDE-BRONX for their third year. 3. 15% or less of students will fail to return to HYDE-BRONX after each ensuing year. 	<p align="center">Student Enrollment</p>	<p>Goal Met</p> <ol style="list-style-type: none"> 1. 8% first year students failed to return to Hyde for their second year. 2. 2% second year students failed to return to Hyde for their third year. 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. 	

2014-2015 Progress Toward Charter Goals			
Charter-specific goal or objective	Measure used to evaluate progress toward attainment of goal	2014-15 progress toward attainment of goal	If not met, efforts the school will take to meet goal
<p>Parent Participation At least 80% of parents, guardians or other committed adults will participate in at least six parent events/activities each year. Events/activities include: Family Days, Parent Discovery nights, parent teacher conferences, parent/family retreats and workshops.</p>	<p>Parent attendance at events and meetings</p>	<p>Goal Not Met 77.84% of our parents attended at least six Family Program events</p>	<p>We will contact parents for make-up meetings to disseminate important information; hold more make-up nights to accommodate parents that are not able to attend Design additional activities throughout the school year to engage families.</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>Student Enrollment</p>	<p>Goal Met. 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>	<p>.</p>

2014-2015 Progress Toward Charter Goals

Charter-specific goal or objective	Measure used to evaluate progress toward attainment of goal	2014-15 progress toward attainment of goal	If not met, efforts the school will take to meet goal
<p>Financial Compliance & Viability</p> <p>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>10b. The school will have liquid financial assets at least equal to one year's rent at each quarter end.</p>	<p align="center">Financial Audit</p>	<p align="center">Goal Met</p>	
<p>Parent Satisfaction</p> <p>Each year, parents will express satisfaction with the school's program, based on the NYCDOE 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 align="center">DOE Learning Environment Survey</p>	<p align="center">Goal Met</p>	<p>Satisfaction Rates: Hyde / City</p> <p>Parents: 93% / 90%</p> <p>Teachers: 85% / 88%</p> <p>Students: 82% / 82%</p> <p>Hyde's Survey Response Rates:</p> <p>Parents: 53%</p> <p>Teachers: 94%</p> <p>Students: 89%</p>

Appendix A: Progress Towards Goal Achievement – Reflections and Action Plan

Math & ELA Performance

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.

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

Grade 3-8 State ELA Assessment Results for 2014-2015

ELA	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Overall	Goal Met?
1 yr	20.0%	12.5%	0%	16.7%	33.3%	14.3%	16.2%	NO
2 yrs	0.0%	0.0%	0.0%	0.0%	25.0%	50.0%	11.1%	NO
3+ yrs	20.6%	21.3%	22.2%	11.7%	10.1%	29.2%	19.1%	NO
District 8	19.4%	21.3%	19.8%	19.1%	15.6%	20.6%	19.3%	
NYC	30.2%	31.3%	29.7%	30.0%	28.2%	32.9%	30.4%	

Grade 3-8 State Math Assessment Results for 2014-2015

Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Overall	Goal Met?
1 yr	20.0%	25.0%	20.0%	0.0%	16.7%	28.6%	18.9%	NO
2 yrs	0.0%	40.0%	0.0%	16.7%	37.5%	0.0%	22.2%	YES
3+ yrs	29.4%	32.3%	26.0%	16.4%	23.5%	33.8%	27.0%	NO
District 8	27.9%	25.1%	28.8%	21.3%	15.9%	9.5%	21.6%	
NYC	38.5%	39.1%	40.9%	35.5%	32.5%	22.5%	35.2%	

Reflections and Action Plans

We failed to meet our overall goals in ELA.

In math, we met our goals for students in the second year cohort. For students with 3+ years, we out-performed the district by more than 5 percentage points in Grades 3, 4, 5, 7 and 8. However, we failed to out-perform New York City.

Below are some of the actions that we have taken to improve on our performance:

- ◀ We have hired an academic dean to focus exclusively on the needs of teachers in Grades 2-3. This instructional leader will provide ongoing observation and feedback; work on curriculum and assessment planning and delivery and support teachers in their work with challenging students and their families.
- ◀ We have added a second teacher or associate teacher to the two second grade classes that were not already co-taught.
- ◀ We have trained five of our teachers in the use of the language-based, multisensory Orton-Gillingham approach to reading instruction. An additional ten teachers are slated to be trained before the end of the school year.

- ◀◀ We have enrolled our most struggling students in Grades 3-5 in a mentoring program in which they meet one-on-one with a mentor at least once per week. This program, launched last year, is being further refined to enhance its effectiveness.
- ◀◀ We have continued our use of NWEA MAP assessments to generate data that can help with differentiated instruction in ELA and math. This data will be used this year to group students for intervention and to provide individualized computer-based instruction, using the Compass Learning platform.
- ◀◀ We have instituted a re-teaching period in Grades 4-5 that meets four times per week and offers teachers the opportunity to review ELA concepts taught in the previous week that may not have been fully understood.
- ◀◀ We have continued our relationship with Reading Partners, a national non-profit that recruits and trains community volunteers to work one-on-one with students for 45 minutes twice per week, following a structured, research-based curriculum.
- ◀◀ We have invested in a research-based independent reading program for Grades 1-5, the 100 Book Challenges, which is designed to develop avid, lifelong proficient readers. Through this initiative, we hope to dramatically increase the amount of reading students do at school and at home.
- ◀◀ We have implemented a math problem-solving period 3-4 times per week in Grades K-5 based on the Cognitively Guided Instruction model. In each session, students use strategies of their choice to solve problems. Children are expected to explain and justify their strategies, and the children, along with their teachers, take responsibility for deciding whether a strategy that is presented is correct.
- ◀◀ We have hired an additional math and SPED ELA teacher in Grades 6-8.
- ◀◀ We have decreased the teacher-student ratio in Grade 8 in order to provide better direct instruction.
- ◀◀ We have increased the number of intervention periods in math for students in Grades 6-8 and revised the schedule in order to ensure that teachers have additional time with students they regularly teach.
- ◀◀ We have added Math 180, a research based math intervention program as part of the core math instruction for all students in Grade 6. Students in Grade 6 receive co-taught direct instruction in M180 3 times per week.

Value-Added Performance/Progress Goal

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).

ELA

2013-14 to 2014-15 ELA Cohort Analysis									
Cohort	Cohort “N”	All students “N” in 13-14	# at or above Level 3 in 13-14	% at or above Level 3 in 13-14	All students “N” in 14-15	# at or above Level 3 in 14-15	% at or above Level 3 in 14-15	Target	Change in % at or above Level 3
3 rd to 4 th	67	71	15	21%	75	12	19%	56%	-2%
4 th to 5 th	73	77	13	17%	78	16	21%	54%	4%
5 th to 6 th	68	73	4	6%	74	8	11%	48%	5%
6 th to 7 th	77	78	5	7%	83	11	13%	49%	6%
7 th to 8 th	67	77	11	15%	74	21	28%	53%	13%
All Cohorts	352	376	48	13%	384	68	18%	52%	5%

Each grade-level cohort of the same students will reduce by one-half the 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.)

MATH

2013-14 to 2014-15 Mathematics Cohort Analysis									
Cohort	Cohort "N"	All students "N" in 13-14	# at or above Level 3 in 13-14	% at or above Level 3 in 13-14	All students "N" in 14-15	# at or above Level 3 in 14-15	% at or above Level 3 in 14-15	Target	Change in % at or above Level 3
3 rd to 4 th	67	73	26	36%	75	24	32%	56%	-4%
4 th to 5 th	74	71	31	44%	79	20	25%	60%	-19%
5 th to 6 th	67	73	19	26%	73	11	15%	51%	-11%
6 th to 7 th	76	78	16	21%	82	20	24%	48%	3%
7 th to 8 th	67	76	22	30%	74	24	32%	53%	2%
All Cohorts	351	371	114	31%	383	99	26%	53%	-5%

Adequate Yearly Progress

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

Kindergarten through second grade:

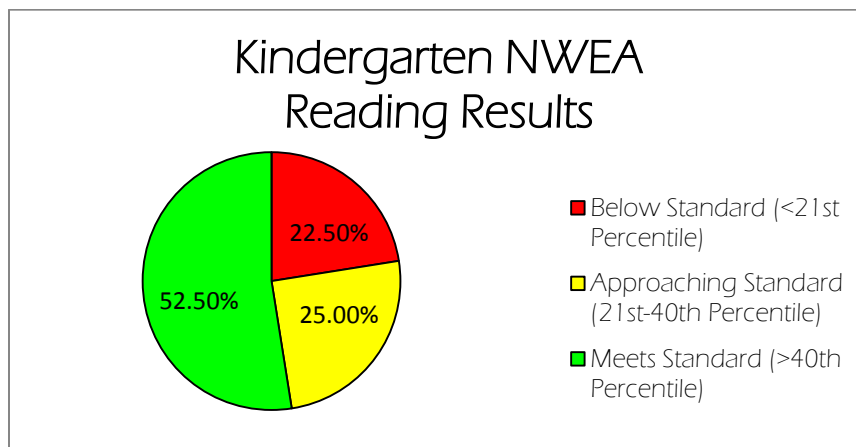
1. 90% of each cohort will test above the 40 percentile on the NWEA literacy subtests by June of each school year.
2. 90% of the second grade cohort will test above the 40 percentile on the NWEA foundational skills and vocabulary subtests by June of each school year.

Analysis: NWEA Results

a. Overall Results

	<u>Kindergarten</u>	<u>First Grade</u>	<u>Second Grade</u>
Total # of Students Tested	80	75	74
# of students below standard (<21 st Percentile)	18 (22.5%)	5 (6.67%)	25 (33.78%)
# of students approaching standard (21 st -40 th Percentile)	20 (25%)	19 (25.33%)	17 (22.97%)
# of students meeting standard (>40 th Percentile)	42 (52.50%)	51 (68%)	32 (43.24%)

b. Analysis: Kindergarten Data



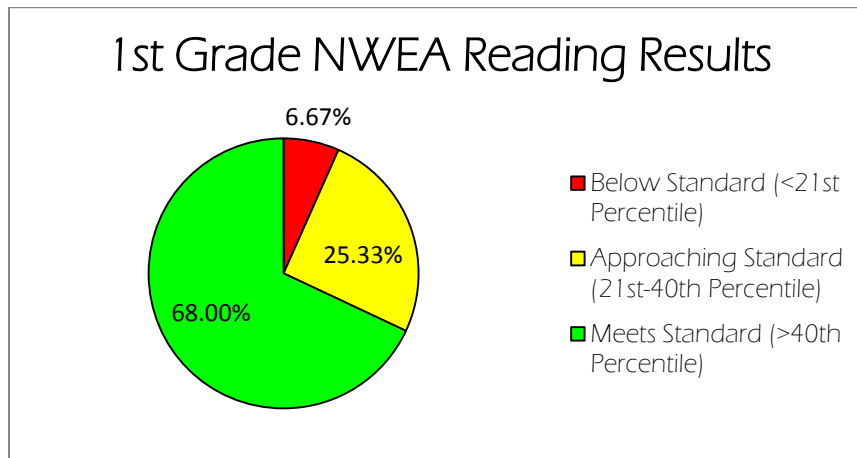
	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Overall Performance										
MAP: Reading Primary Grades NY 2011 (CCSS) / NY Common Core English & Literacy PK-12: 2011	18	23%	20	25%	15	19%	17	21%	10	13%
Goal Area										
Language and Writing	21	26%	13	16%	25	31%	12	15%	9	11%
Literature and Informational	25	31%	18	23%	12	15%	10	13%	15	19%
Vocabulary Use and Functions	22	28%	17	21%	11	14%	14	18%	16	20%
Foundational Skills	19	24%	25	31%	12	15%	7	9%	17	21%

In Kindergarten, only 53.5% of our students scored above the 40th percentile in reading, falling short of our goal of 90% proficiency. One of the biggest challenges among our Kindergarten students was the specific computer skills required to complete the NWEA test. Because the test took place using laptop computers, many of our students with limited access to technology struggled to respond to questions or complete the computer-based tasks that some questions required (dragging, clicking, typing, etc.) Although our Kindergarten students did receive some instruction in technology skills throughout the year, this was a problem noted by teachers during the testing session, impacting many students' ability to accurately respond to questions on this assessment.

Of the 38 students who did not meet the proficiency threshold in Kindergarten:

- Seven (18.4%) are either classified as special education students or they are currently being evaluated for special education services
- Seven (18.4%) are English Language Learners

c. Analysis: First Grade Data



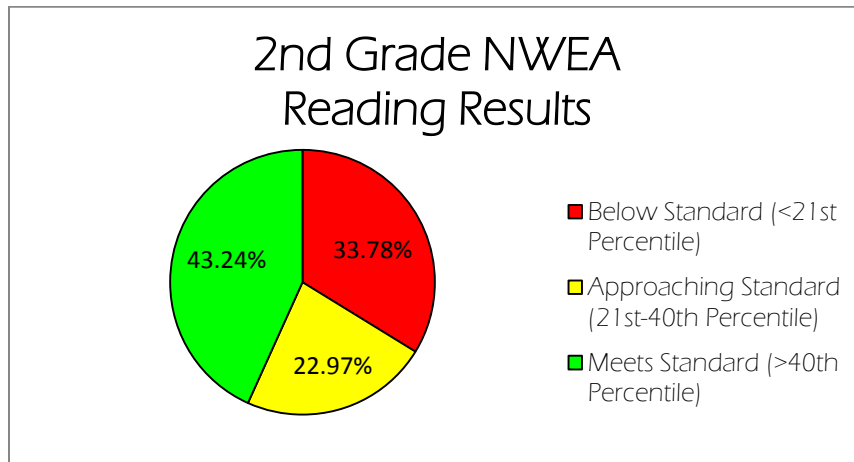
	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Overall Performance										
MAP: Reading Primary Grades NY 2011 (CCSS) / NY Common Core English & Literacy PK-12: 2011	5	7%	19	25%	13	17%	18	24%	20	27%
Goal Area										
Language and Writing	7	9%	12	16%	14	19%	24	32%	18	24%
Literature and Informational	8	11%	15	20%	15	20%	14	19%	23	31%
Vocabulary Use and Functions	9	12%	20	27%	12	16%	19	25%	15	20%
Foundational Skills	11	15%	13	17%	13	17%	20	27%	18	24%

In first grade, 68% of students scored above the 40th percentile on the NWEA reading assessments, short of our goal of 90%. Looking specifically at the literacy sub-skills within the larger assessment, our students scored highest in Language and Writing (75% reaching the proficiency standard) and struggled the most with foundational skills (68% proficient).

Of the 24 students who did not meet the proficiency threshold in First Grade:

- Nine (37.5%) were within 5 percentile points of meeting the 40th percentile “proficiency” benchmark.
- Seven (29%) are either classified as special education students or they are currently being evaluated for special education services
- Six (25%) are English Language Learners
- Only 5 students (7%) scored within the lowest percentile band (<20th percentile).

d. Analysis: Second Grade Data



	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Overall Performance										
MAP: Reading 2-5 NY 2011 (CCSS) V2 / NY Common Core English & Literacy PK-12: 2011	25	34%	17	23%	12	16%	14	19%	6	8%
Goal Area										
Literature	27	36%	14	19%	9	12%	10	14%	14	19%
Informational Text	30	41%	15	20%	6	8%	16	22%	7	9%
Vocabulary Acquisition and Use	28	38%	12	16%	19	26%	9	12%	6	8%

The second grade cohort is currently our most struggling group within elementary school division at Hyde. Although we did not meet our goal of 90%, there were still important highlights and lessons that can be pulled from this cohort’s data. Of the different sub-sections within the overall reading assessment, our students did the best with Vocabulary Acquisition (46% meeting proficiency) and struggled the most with Informational Text (only 39% meeting proficiency).

Of the 49 students who did not meet the proficiency threshold in 2nd Grade:

- Five (10%) were within 5 percentile points of meeting the 40th percentile “proficiency” benchmark.
- Ten (20.4%) are either classified as special education students or they are currently being evaluated for special education services
- Eleven (22.4%) are English Language Learners

e. Additional Analysis: K-2 Reading

Some of the professional development used to launch academic enhancement initiatives and to support teachers’ continued learning was likely ineffective. Teachers in Grades K-3 used the Core Knowledge Language Arts program. However, there was insufficient coaching on effective ways to implement this curriculum. Not enough training was provided for new teachers.

Aside from the school building itself, teachers are perhaps the most visible school resource. Extensive research has demonstrated that teachers have a significant impact on student achievement, with a key indicator of teacher experience being related to student performance. Teachers become more effective the longer they teach. In his review of teacher research, Goldhaber (2008) highlighted studies that consistently demonstrate teachers becoming increasingly more effective in the first 3 to 5 years of teaching. Thus, it can be inferred that teachers with fewer than 3 years of teaching experience are less effective than those with 3 or more years of teaching experience.

During the 2014-2015 school year:

- Of the six lead and associate teachers in Kindergarten, four had fewer than three years of experience. Of the other two, one was in her first year at that grade level. The other was an associate teacher who had gained the bulk of her experience thirty years ago before taking a more than ten year hiatus from the profession.
- Of the six teachers in first grade, four had fewer than three years of experience. Two of the teachers (including one who was more experienced) went on maternity leave during the year. One teacher left the school (and moved out of state) after returning from leave and she was replaced by an even less experienced teacher.
- Of the four lead teachers in second grade, two had fewer than three years of experience. Of the other two, one was in her first year at that grade level, having looped with half of her students from first grade.

Research shows that chronically absent kindergarten students demonstrate lower academic performance when they reach first grade. Reading scores for Latino children have been to be most affected. Among poor children, who lack the resources to make up lost time, chronic absence in kindergarten is sometimes correlated with lower 5th grade achievement. During the 2014-2015 school year, 89 students in Grades K-2 (more than 35 percent of the total number of students) were absent for 10 or more days.

f. Action Steps: K-2 Reading

Mid-way through the 2014-2015 school year, we made the switch to include co-teachers in our second grade classrooms, increasing the level of support and intervention services within each K-2 room. We will continue to have at least two co-teachers in each classroom K-2 for the upcoming 2015-2016 school year, allowing for more individualized instruction and support for our struggling readers. Classroom teachers will use a combination of resources from the Core Knowledge Language Arts Program, the new common core-aligned Teachers College Units of Study in Writing and the American Reading Company's 100 Book Challenge to support literacy instruction within the classroom every day. Using a variety of pedagogical approaches to teach reading, classroom teachers will use a combination of literacy centers, whole-group instruction, reading and writing workshops, small-group instruction, and 1:1 reading conferences to provide differentiated literacy instruction that meets every reader at their level.

To better support our students with IEPs, we will also transition to a full inclusion model for our students who receive special education services, using a combination of Integrated Co-Teaching (ICT) classrooms, special education teachers, and intensive pull-out support services. Additionally, we have three reading intervention teachers in the lower elementary school who pull struggling readers for intensive small-group reading instruction using resources from Leveled Literacy Intervention (LLI) and Orton-Gillingham.

Seven kindergarten, 4 first grade, and 3 second grade students who failed to meet grade level expectations will repeat the grade. All of these students have been tested as good candidates for retention on the Light's Retention Scale.

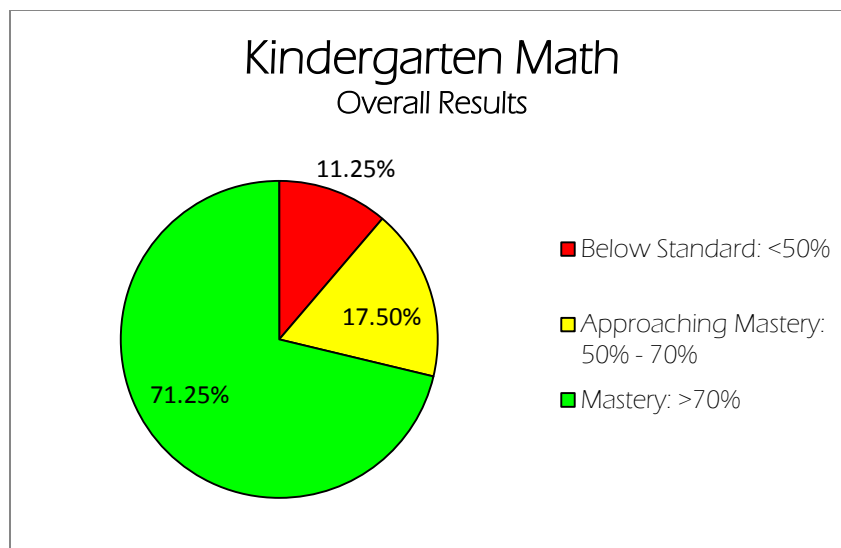
We are partnering with Amplify, the professional development provider for the Core Knowledge Language Arts program and with a consultant from Generation Ready to provide targeted, differentiated support for teachers to better implement our curricular programs. We hired academic deans for Grades K-1 and 2-3, respectively, to improve the quality and frequency of in-class observations and feedback and planning support. Teachers have formed a retention committee to identify interventions to reduce the high teacher turnover rate. We have modified our salary scale to be more attractive to more experienced teachers. We have also deployed an attendance improvement task force to work closely with families who may struggle with attendance.

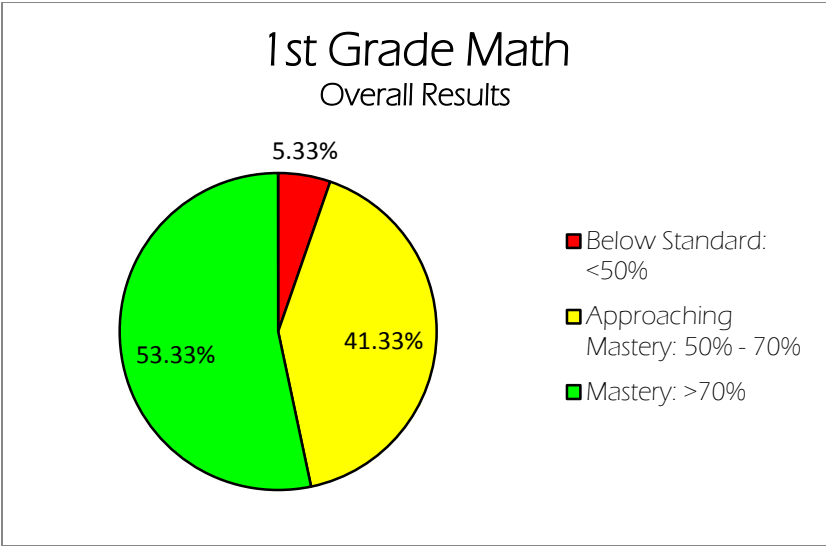
Kindergarten through first grade students in Hyde Leadership Charter School will achieve adequate yearly progress (AYP) as indicated by internal measures outlined below.

- At least 80% of each K-1 cohort will achieve an average performance grade of 70% accuracy on standards-based end of year math assessments.

Analysis: Hyde Standards-Based End of Year Math Assessments

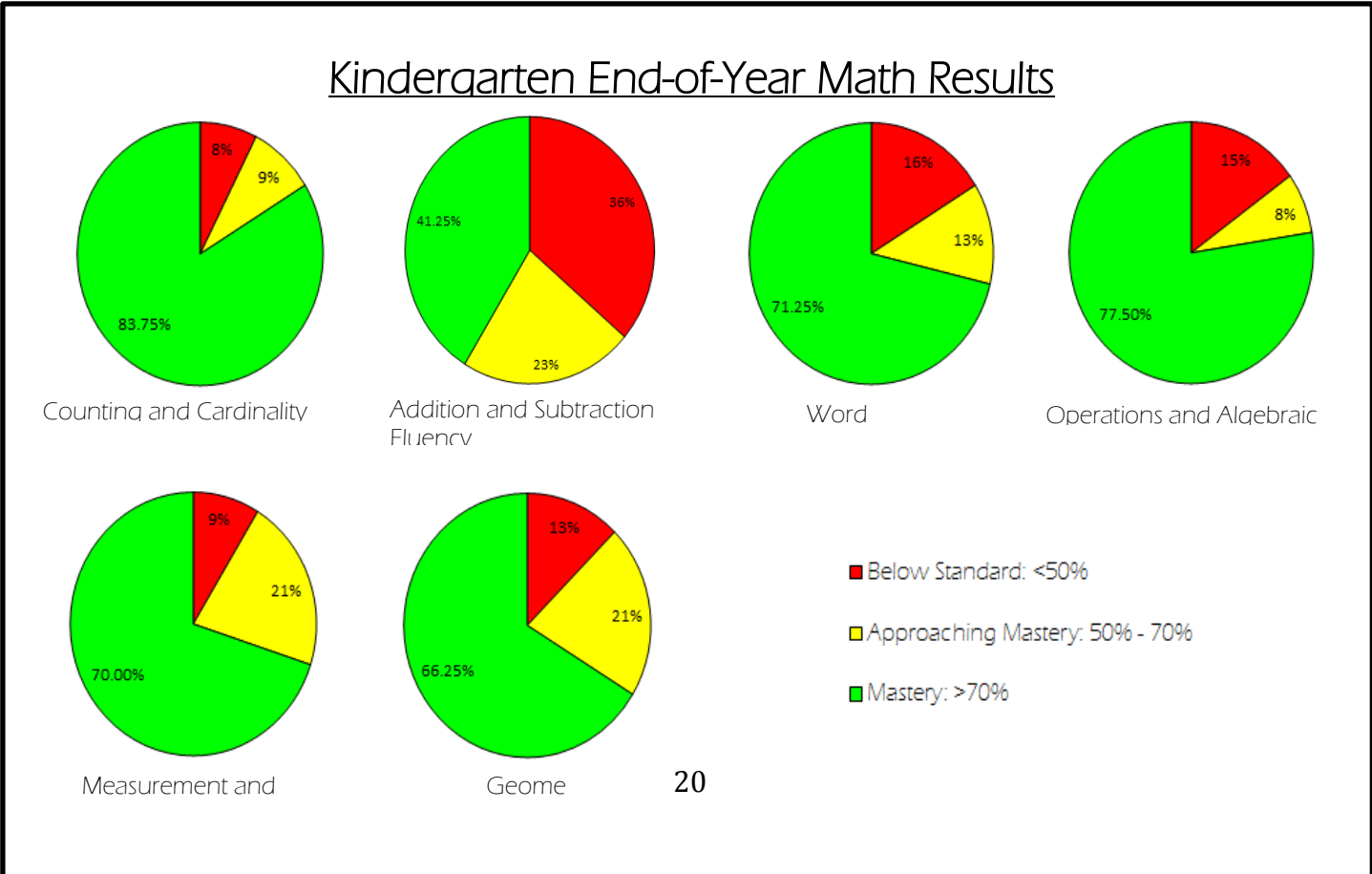
a. Overall Math Data





	Kindergarten	First Grade
Total # of Students	80	75
# of students below standard (<50%)	9 (11.25%)	4 (5.33%)
# of students approaching mastery (50%-70%)	14 (17.50%)	31 (41.33%)
# of students achieving mastery (>70%)	57 (71.25%)	40 (53.33%)

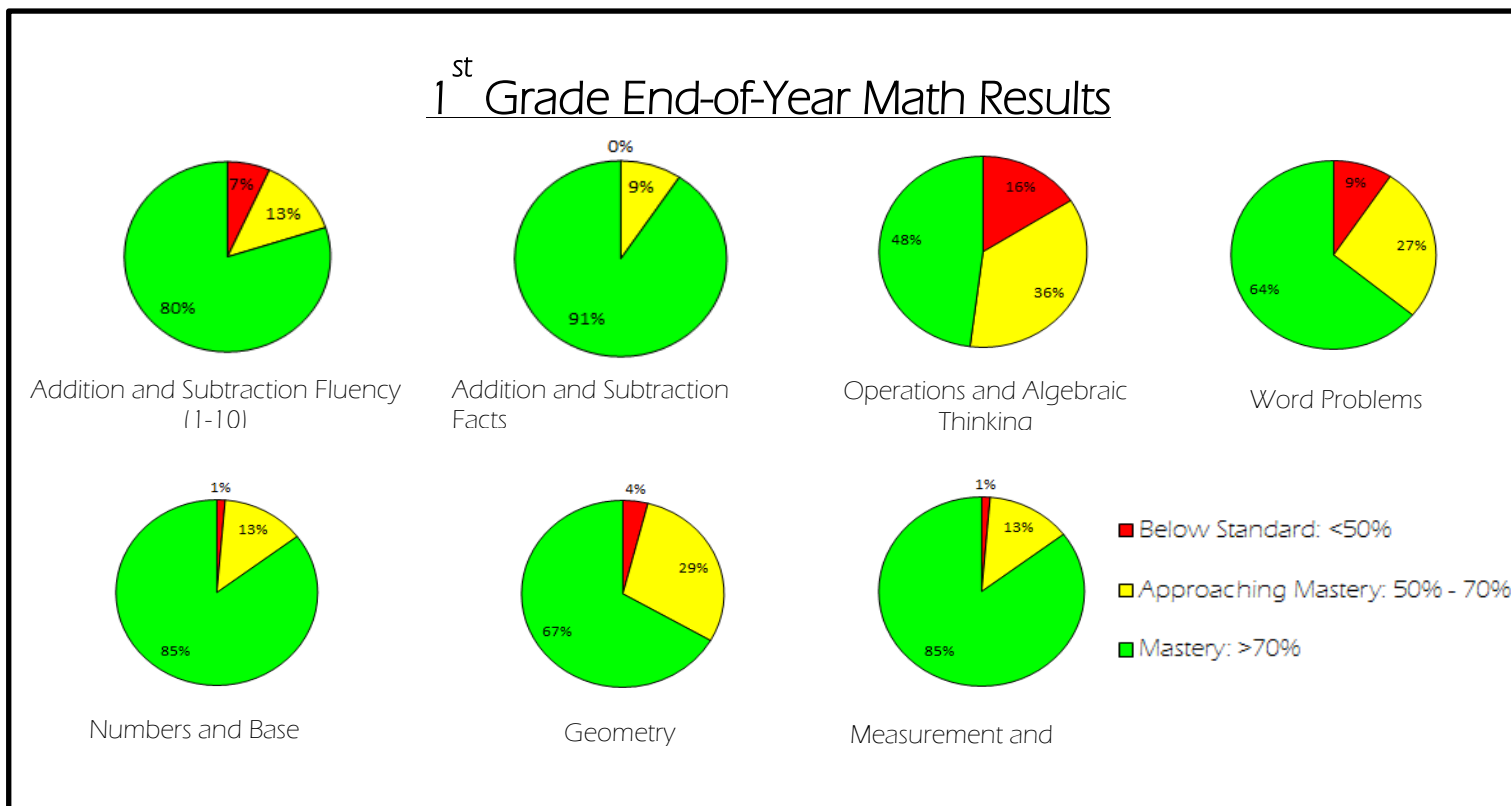
b. Analysis: Kindergarten Data



In 2014-2015, we did not meet our goal of 80% of students achieving the 70% mastery proficiency standard on the end-of-year math assessments. However, our Kindergarten students made significant improvements throughout the school year in their math performance. At the beginning of the year, only 32.9% of Kindergarten students were able to meet this proficiency standard on a baseline assessment of pre-Kindergarten standards. Given that the end of the year score was 71.25%, this represents a 38.4% overall improvement in math scores throughout the year. Additionally, our Kindergarten students showed significant strength in specific math domains, with over 70% of students meeting the proficiency standard in Counting and Cardinality, Operations and Algebraic Thinking, Word Problems, and Measurement domains. As shown in the graphs above, our greatest challenges in Kindergarten fell in the math fluency assessment, which asks students to complete a timed addition and subtraction assessment.

Of the students who struggled, 7 of them (30%) were classified as special education students and 3 (13%) received services as English Language Learners.

c. Analysis: 1st Grade Data



In 2014-2015, we did not meet our goal of 80% of first grade students achieving the 70% proficiency standard on standards-based end-of-year math assessments. However, it is important to note that we did achieve this goal across 4 of the 7 tested math domains: Fluency, Addition and Subtraction Facts, Numbers and Base Ten, and Measurement and Data. Our students struggled the most in Operations and Algebraic Thinking (48% of students meeting proficiency) and Word Problems (64% of students meeting proficiency), which ask students to use addition and subtraction strategies flexibly to solve algebraic equations. Overall, this cohort showed a slight

decrease in performance from the beginning of the year, when 67% of students met the proficiency mark in our baseline assessment of Kindergarten standards.

Of the students who struggled, 9 of them (26%) were classified as special education students and 5 (14%) received services as English Language Learners.

d. Action Steps: K-1 Math

In Kindergarten and first grade classrooms, we will continue to have two teachers in each room to allow for more individualized instruction for students and differentiated intervention and academic enrichment opportunities. We will continue to use the TERC Investigations curriculum that provides the basis of our scope and sequence in math instruction, supplementing our lessons with materials from the Context for Learning curriculum. These supplementary materials will focus primarily on developing a deeper understanding of word problems and algebraic thinking, expanding on the existing units within TERC that build operational reasoning. Additionally, we will add an additional 30 minutes of time into our K-5 daily schedule to allow for Cognitive Guided Instruction (CGI), a math protocol that focuses specifically on building strategies to help students solve word problems.

Appendix H: Enrollment and Retention of English Language Learners, Students with Disabilities, and Free/Reduced Lunch

2014-15	SPED	ELL	FRL
Hyde	16.5%	7.6%	91.5%
District 8*	21.4%	11.9%	88.9%
Citywide*	18.2%	13.1%	78.0%

2013-14	SPED	ELL	FRL
Hyde	15.0%	9.0%	93.6%

Our enrollment numbers for students with disabilities increased this year compared to last year. SPED enrollment is up 1.5 percentage points. ELL enrollment is down by almost 1.4%. Less than 7% of students with disabilities left during the school year and only 2.7% of English Language Learners withdrew from Hyde.

Our percentage for students eligible for Free and Reduced Lunch was 91.5% well above district and city percentages.

For the 2015-2016 school year we received 2,292 applications with about 100 seats available. Our recruitment efforts included the following:

- Recruitment documents noted services offered for English Language Learners and Students with Disabilities
- Translation of recruitment materials into Spanish
- We hosted 5 information sessions and provided Spanish interpretation in every information session
- Attended the Bronx Charter School Fair sponsored by the NYC Charter School Center
- We participated in the Common Charter Application to reach out to more applicants
- We participated in Open-House sessions at local day care facilities to recruit incoming K students
- We distributed our recruitment flyer to day cares, private and public schools in district 8 and out of district in the Bronx.

*Source: <http://schools.nyc.gov/Accountability/data/default.htm>

