

# Hyde Leadership Charter School

## *2016-2017 Annual Report*





# Entry 1 School Information

Created: 07/10/2017 • Last updated: 07/24/2017

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (**as of June 30, 2017**) or you may not be assigned the correct tasks.

**a. SCHOOL NAME AND BEDS#** HYDE LEADERSHIP CS (NYC CHANCELLOR)

(Select name from the drop down menu)

**b. CHARTER AUTHORIZER** SUNY-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

**c. DISTRICT / CSD OF LOCATION** NYC CSD 8

## d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	730 Bryant Avenue Bronx, NY 10474	718-991-5500	718-842-8617	<a href="mailto:info@hydebronxny.org">info@hydebronxny.org</a>

## d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Stephen Trowbridge
Title	Chief Operating Officer
Emergency Phone Number (###-###-####)	(No response)

**e. SCHOOL WEB ADDRESS (URL)** <http://www.hydebronxny.org>

**f. DATE OF INITIAL CHARTER** 08/2006

**g. DATE FIRST OPENED FOR INSTRUCTION** 09/2006

**i. TOTAL ENROLLMENT ON JUNE 30, 2017** 948

**j. GRADES SERVED IN SCHOOL YEAR 2016-17**

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
---------------	--

**k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?** No

**I1. FACILITIES**

Does the school maintain or operate multiple sites?

	Yes, 2 sites
--	--------------

**I2. SCHOOL SITES**

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	730 Bryant Avenue Bronx, NY 10474	718-991-5500	BRONX (TOTAL)	K-8	Yes	DOE space
Site 2	830 Hunts Point Avenue Bronx, NY 10474	718-991-5500	BRONX (TOTAL)	9-12	Yes	Rent/Lease
Site 3						

**I2a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Thomas K. Sturtevant	718-991-5500		<a href="mailto:tsturtevant@hydebronxny.org">tsturtevant@hydebronxny.org</a>
Operational Leader	Stephen Trowbridge	718-991-5500		<a href="mailto:strowbridge@hydebronxny.org">strowbridge@hydebronxny.org</a>
Compliance Contact	Christine Moloughney	718-991-5500		<a href="mailto:cmoloughney@hydebronxny.org">cmoloughney@hydebronxny.org</a>
Complaint Contact				

**I3. Please provide the contact information for Site 2.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Thomas K. Sturtevant	718-991-5500		<a href="mailto:tsturtevant@hydebronxny.org">tsturtevant@hydebronxny.org</a>
Operational Leader	Stephen Trowbridge	718-991-5500		<a href="mailto:strowbridge@hydebronxny.org">strowbridge@hydebronxny.org</a>
Compliance Contact	Christine Moloughney	718-991-5500		<a href="mailto:cmoloughney@hydebronxny.org">cmoloughney@hydebronxny.org</a>
Complaint Contact				

**m1. Is the school or are the school sites co-located?**

Yes

**m2. Please list the terms of your current co-location.**

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primary site)		No		No		Yes
Site 2	N/A	No		No		Yes
Site 3						

**n1. Were there any revisions to the school’s charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions).** No

**o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report.** Leslie Rich

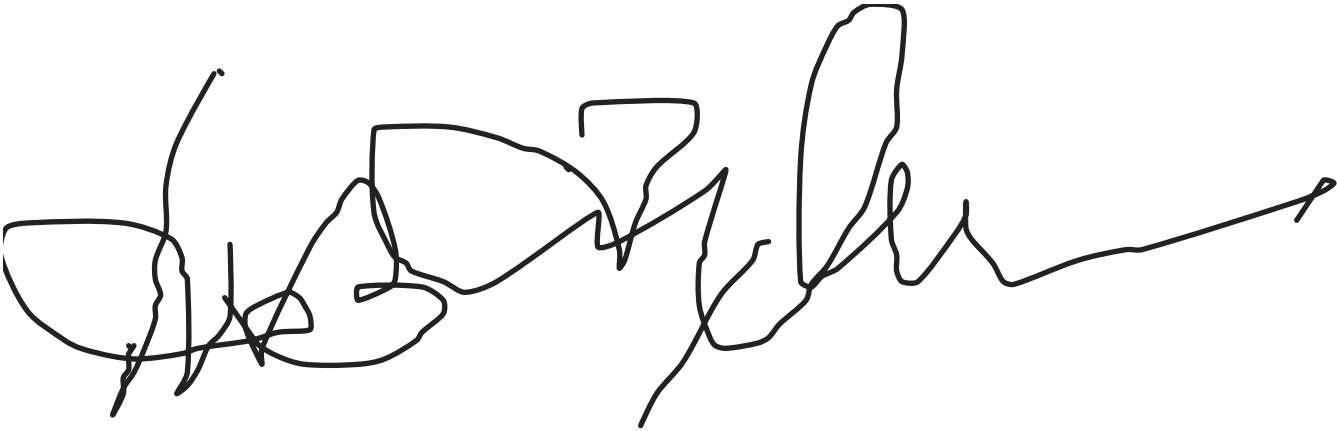
**p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).**

No Responses Selected

**Signature, Head of Charter School**

A highly stylized, cursive handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

**Signature, President of the Board of Trustees**

A highly stylized, cursive handwritten signature in black ink, featuring a large initial 'H' and a long horizontal stroke extending to the right.

**Date**

(No response)

**Thank you.**



# Entry 2 NYS School Report Card Link

Last updated: 07/10/2017

---

## **1. NEW YORK STATE REPORT CARD**

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

**Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).**

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

# **Hyde Leadership Charter School**

## **2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2017

By Tom Sturtevant

730 Bryant Avenue (Grades K-8)  
830 Hunts Point Avenue (Grades 9-12)  
Bronx, NY 10474  
718-991-5500  
718-842-8617





David Nitkin prepared this 2016-17 Accountability Progress Report on behalf of the school's Board of Trustees.

Trustee's Name	Board Position
Herb Fixler	<b>Office:</b> Chair/Board President <b>Committees:</b> Executive, Education, Nominating (Chair) Government Relations (Chair), Human Resources, Finance and Investment Marketing, PR and Advertising, Facilities, Development
Herb Kaplan	<b>Office:</b> Secretary, <b>Committees:</b> Executive, Nominating, Government Relations, Marketing, PR, Advertising, Development (Chair)
Deborah Dumont	<b>Office:</b> Trustee/Member <b>Committees:</b> Executive, Education (Chair), Nominating, Human Resources (Chair)
Dennis Mehiel	<b>Office:</b> Treasurer <b>Committees:</b> Government Relations, Human Resources, Development
Jeanette Melendez	<b>Office:</b> Parent Representative <b>Committees:</b> Education, Marketing, PR, Advertising, Facilities
Oz Hanley	<b>Office:</b> Trustee/Member <b>Committees:</b> Executive, Nominating, Government Relations
Maureen Singer	<b>Office:</b> Trustee/Member <b>Committees:</b> Finance and Investment (Chair) Development
Richard Romanoff	<b>Office:</b> Trustee/Member <b>Committee:</b> Facilities (Chair), Finance and Investment
Tony Stoupas	<b>Office:</b> Trustee/Member <b>Committees:</b> Executive, Education, Finance and Investment, Facilities
Ruth Jarmul	<b>Office:</b> Trustee/Member <b>Committees:</b> Marketing, PR, Advertising (Chair) Development

Tom Sturtevant has served as Executive Director since April 14<sup>th</sup>, 2014.  
 Amaris Obregon has served as Elementary School Director (grades K-3) since June 20<sup>th</sup>, 2016.  
 Lex Zain has served as Middle School Director (grades 4-8) since September 1<sup>st</sup>, 2013.  
 Celia Sosa has served as High School Director (grades 9-12) since September 1<sup>st</sup>, 2010.  
 Liz Martin has served as Special Education Director since September 1<sup>st</sup>, 2008.

Hyde Leadership Charter School (Hyde) is the only K–12 college-preparatory school serving students and families in the Hunts Point section of the South Bronx, the highest-risk community for children in New York City. With our Family-Based Character Education Model, over 90% of our students graduate from high school each year, preparing them for college and for life.

The Hyde approach is unlike any other. We believe that all children, regardless of their neighborhood, race, or income, are gifted with special talents to offer the world, and that school is a place for students to develop the skills and mindsets needed to become their best selves. With our Family-Based Character Education Model, we focus on helping students develop their character and the skills they need for life through rigorous academics, self-discovery, and family involvement. This distinct model is guided by our K-12 Character Education program, including the Hyde Words, Principles, and Priorities.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2012-13	78	76	77	77	76	77	76	78	74	69	70	57	67	952
2013-14	69	77	72	75	78	78	78	79	78	74	85	53	60	956
2014-15	80	77	78	78	75	79	72	83	72	96	61	55	64	970
2015-16	78	74	76	71	74	76	75	71	80	75	83	53	61	947
2016-17	78	80	77	78	72	73	73	78	73	87	81	57	48	955

The **School Enrollment by Grade Level and School Year** table reflects BEDS day enrollment numbers. Accountability Cohort numbers reflect enrollment for the cohort as of June 30<sup>th</sup>. BEDS Day enrollment and Accountability Cohort numbers may differ due to high school credit accumulation and student withdrawal from the school.

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2013 state Accountability Cohort consists of Hyde students who entered the 9<sup>th</sup> grade in the 2013-14 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2016-17 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s website for its accountability rules and cohort definitions: [www.p12.nysed.gov/accountability/](http://www.p12.nysed.gov/accountability/)).

The following table indicates the number of students in the Accountability Cohorts for each year of the current charter term who were in their fourth year of high school and were enrolled on BEDS Day in October and on June 30.

#### Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2014-15	2011-12	2011	68	1	67
2015-16	2012-13	2012	62	0	62
2016-17	2013-14	2013	57	1	56

#### TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

#### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>1</sup> (b)	Graduation Cohort (a) + (b)
2014-15	2011-12	2011	67	1	68
2015-16	2012-13	2012	62	0	62
2016-17	2013-14	2013	56	2	58

#### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>2</sup> (b)	Graduation Cohort (a) + (b)
2014-15	2010-11	2010	1	1	2
2015-16	2011-12	2011	0	1	1

<sup>1</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

<sup>2</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

2016-17	2012-13	2012	1	0	1
---------	---------	------	---	---	---

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Hyde Leadership Charter School students will demonstrate proficiency in reading and writing.

#### BACKGROUND

Hyde Leadership Charter School (Hyde) utilizes a rigorous, interdisciplinary, standards-aligned curriculum in grades K-12. Our English Language Arts curriculum is aligned with the Common Core State Standards (CCSS).

Our elementary school literacy curriculum includes research-based, Common Core-aligned practices, including Reader's and Writer's Workshop models of instruction, American Reading Company Foundational Toolkits for guided reading, and an emphasis on close reading and academic vocabulary acquisition.

Our middle school curriculum emphasizes the acquisition and use of academic vocabulary and a 10-step writing process across the curriculum. We currently utilize Core Knowledge Language Arts (CKLA) and Houghton Mifflin Harcourt (HMH)'s Common Core Code X Curriculum as core resources for our middle grades ELA curriculum. Teachers and leaders strategically supplement all curricular materials to ensure that every learner has access to core content and is pushed to meet the rigor of the Common Core State Standards. We also utilize HMH's Read 180 and System 44 programs as research-backed interventions for students reading two or more levels below grade level.

The high school structure evolved in the 2016-2017 school-year to include a Dean of Instruction and Director of Academic Programs in order to increase and differentiate instructional supports provided to teachers. In addition to the High School Director, these roles provide instructional feedback and support using the Danielson Framework for Teaching and Learning. The Director of Academic Programs generally supervises more veteran teachers, including our department heads. He works closely with all teachers to ensure alignment to Common Core and NYS teaching standards and compliance with New York city and state academic policies. This role also leads professional development on College Readiness Authentic Assessment and oversees our data collection and analysis protocols. The Dean of Instruction generally supervises teachers new to teaching and/or new to Hyde instructional faculty. In addition to supervising teachers, the Dean of Instruction works closely with the Director of Special Education and high school special education team to ensure that the school is in compliance with IDEA. This role also leads professional development on engaging all students and embedding a wide variety of

instructional strategies.

High school English teachers design relevant and authentic courses each year in order to seamlessly weave skills tested on the Regents throughout an engaging thematic curriculum. The team has vertically aligned its English curriculum over four years with the Common Core State Standards. Across subject areas, teachers sit on department teams. Department heads attend weekly academic leadership team meetings, led by the Director of Academic Programs. These meetings focus on student and teacher performance as well as department goals throughout the year. In addition to these weekly meetings, each department head provides lesson plan feedback, performs peer observations and facilitates a weekly department meeting. Each quarter, the department head leads a data analysis process, during which teachers in the department spend an entire day working as a team to analyze student performance data, brainstorm instructional strategies, and develop target area action plans to remediate student deficiencies.

Students have opportunities to move from remedial to honors and AP English courses. In addition to their standard English courses, students in grades 9 through 11 take a Rhetoric and Composition course that focuses on vocabulary and writing instruction. In the 2016-2017 school year we shifted to the Google Education platform and a one-to-one computing environment. Through the use of Google Classroom English, teachers are able to provide more immediate feedback and lead discussion forums that call on students to comment on each other's work. Based on quarterly benchmark data, a select group of students take the Common Core English Regents in their Freshmen year. All students take the exam by the end of their sophomore year. For all English courses, student progress is measured on quarterly benchmarks and authentic assessments of college-readiness.

Please refer to the "Proposed Educational Plan" section of the Renewal Application for additional details on our ELA academic program.

### **Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

### **METHOD**

Hyde administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a breakdown of those students excluded from the exam. Note that this table includes all

students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

**2016-17 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>					Total Enrolled
		IEP	ELL	Absent	Refused	Total*	
3	70	0	0	0	8	8	78
4	71	0	1	0	2	3	74*
5	74	0	0	0	0	0	74
6	72	0	0	1	1	2	74
7	77	0	0	1	0	1	78
8	71	0	0	1	0	1	72
All	435	0	0	3	11	14	449

\* NYSED reported to Hyde that they lost the 4<sup>th</sup> Grade ELA data for one student.

## RESULTS

33.3% of Hyde students enrolled in at least their second year were proficient on the NYS English language arts examination in 2016-17, as the following table indicates.

**Performance on 2016-17 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	30.0%	70	30.9%	68
4	29.6%	71	29.7%	64
5	23.0%	74	21.4%	70
6	18.1%	72	20.4%	64
7	50.6%	77	52.8%	72
8	40.8%	71	43.8%	64
All	32.1%	445	33.3%	402

## EVALUATION

Hyde Leadership Charter School did not meet the accountability measure of 75 percent of students enrolled in at least their second year achieving proficiency. However, as the data in the following sections demonstrates, Hyde students have made growth over the last three

<sup>3</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

years, and also outperformed students in their host district. Accordingly, we believe the data indicates that Hyde is on a predictive path to meeting the goal of 75 percent proficiency in the future.

### ADDITIONAL EVIDENCE

The below table indicates that the percentage of Hyde students in at least their second year achieving proficiency increased by fifteen percentage points from 2014-15 to 2016-17. Although it may appear that some cohorts decreased in achievement, later sections indicate that this student performance did not substantially decrease relative to our comparison district.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	18.7%	75	20.0%	65	30.9%	68
4	19.4%	67	31.4%	70	29.7%	64
5	18.8%	69	29.4%	68	21.4%	70
6	10.8%	65	40.6%	69	20.4%	64
7	12.5%	80	25.4%	63	52.8%	72
8	30.0%	70	36.4%	77	43.8%	64
All	18.3%	426	30.8%	412	33.3%	402

### Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) on the State English language arts exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

### METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>4</sup>

<sup>4</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## RESULTS

Hyde missed this goal by one point in 2016-17.

### English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	24	44	27	6

$$\begin{array}{rcccccccc}
 \text{PI} & = & 44 & + & 27 & + & 6 & = & 77 \\
 & & & & 27 & + & 6 & = & 33 \\
 & & & & & & \text{PLI} & = & 110
 \end{array}$$

## EVALUATION

The school missed this goal by one point in 2016-17. However, we believe that the curricular and instructional improvements we will be implementing beginning in the current school year will allow us to meet this goal during the upcoming charter term.

### Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

## METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>5</sup>

## RESULTS

Students enrolled in at least their second year at Hyde outperformed those in their host district, NYC Community District 8, as the table below reflects.

### 2016-17 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District 8 Students	
	Percent	Number Tested	Percent	Number Tested
3	30.9%	68	30%	2,085

<sup>5</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).



4	29.7%	64	29%	2,140
5	21.4%	70	24%	2,164
6	20.4%	64	20%	2,114
7	52.8%	72	29%	1,898
8	43.8%	64	38%	2,040
All	33.3%	402	28%	12,441

## EVALUATION

Hyde met the accountability measure requiring that the proportion of all students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam be greater than that of all students in the same tested grades in the local school district.

## ADDITIONAL EVIDENCE

The below table demonstrates that Hyde students made significant progress in the percentage of students achieving proficiency in comparison to the school's host district, District 8, between the 2014-15 and 2016-17 academic years, and that the school has outperformed District 8 in each of the last two school years.

### English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District 8 Students					
	2014-15		2015-16		2016-17	
	Charter School	District 8	Charter School	District 8	Charter School	District 8
3	18.7%	19%	20.0%	28%	30.9%	30%
4	19.4%	21%	31.4%	31%	29.7%	29%
5	18.8%	20%	29.4%	24%	21.4%	24%
6	10.8%	19%	40.6%	20%	20.4%	20%
7	12.5%	16%	25.4%	24%	52.8%	29%
8	30.0%	21%	36.4%	27%	43.8%	38%
All	18.3%	19%	30.8%	26%	33.3%	28%

### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

## METHOD

The SUNY Charter Schools Institute ("Institute") conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the

percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

## RESULTS

In SY 2015-16, Hyde's aggregate effect size in English language arts was 0.49.

### 2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	88.7	68	19	28.7	-9.7	-0.53
4	89.2	72	31	26.9	4.1	0.23
5	89.5	71	31	20.4	10.6	0.70
6	89.3	74	42	20.7	21.3	1.40
7	94.4	68	25	17.5	7.5	0.53
8	85.0	77	36	27.8	8.2	0.50
All	89.3	430	30.9	23.7	7.2	0.49

#### School's Overall Comparative Performance:

Higher than expected to a meaningful degree

## EVALUATION

In the 2015-16 school year, Hyde met this accountability plan goal. Hyde's effect size is not yet available for 2016-17, the year most relevant to this analysis. Given that our ELA performance slightly increased between 2015-16 and 2016-17, we are reasonably confident that our effect size will have also increased, and that we will meet this goal for the 2016-17 school year.

## ADDITIONAL EVIDENCE

Hyde's performance on this measure has improved significantly over the last three years, as the table below indicates. We believe that this reflects the significant investments we have made in our academic program, and that this positive trend is likely to continue into the

future during our next charter term as we maintain these investments and continue to refine and strengthen implementation.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-8	93.3%	452	13.7	16.1	-0.22
2014-15	3-8	93.0%	447	18.4	14.9	0.28
2015-16	3-8	89.3%	430	30.9	23.7	0.49

### Goal 1: Growth Measure<sup>6</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16, including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

### RESULTS

Hyde met this goal in 2016-17. Our mean growth percentile was 54, which exceeds the statewide median of 50.0.

### 2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	Hyde	Statewide Median
4	59	50.0
5	48	50.0
6	52	50.0
7	53	50.0

<sup>6</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

8	58	50.0
All	<b>54</b>	50.0

## EVALUATION

In 2016-17, Hyde met this accountability plan goal.

## ADDITIONAL EVIDENCE

Hyde has met this goal for each of the last three years, as illustrated by the table that follows. We believe that this reflects the significant investments we have made in our academic program, and that this positive trend is likely to continue during our next charter term as we maintain these investments and continue to refine and strengthen implementation.

Although our mean growth percentile dipped slightly in 2016-17, we do not believe that this four-point decrease is statistically significant, particularly in the context of having met the goal for each of the last three years.

**English Language Arts Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile				Statewide Median
	2013-14	2014-15	2015-16	2016-17	
4	59.1	43.0	42.8	59	50.0
5	44.4	60.2	58.7	48	50.0
6	45.9	49.4	64.8	52	50.0
7	38.5	61.8	62.9	53	50.0
8	50.2	64.3	60.7	58	50.0
All	47.6	56.0	58.0	54	50.0

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

We are committed to providing the resources needed for our students to become proficient readers and users of the English language. Hyde Leadership Charter School is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2016-17, Hyde achieved three out of the five possible measures for ELA evaluation, as follows.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	NOT MET


Absolute	Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	NOT MET
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	MET
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	MET
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. (Using 2015-16 results.)	MET

Below we outline an action plan that is being implemented during the current school year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

### ACTION PLAN

- Curriculum and Instruction:** Recognizing that a strong foundation in literacy skills in grades K-2 directly impacts students' performance on the 3rd grade ELA state exam and beyond, we will continue to solidify our reading and writing programs through an intense focus on ensuring high quality curriculum and instruction in all classes. We ended the 2016-17 school year with 63% of our Kindergarten, 59% of first graders, 65% of 2nd graders and 83% of 3rd graders reading on grade level. In 2017-2018 we are confident that continued use of Reader's and Writer's Workshop models of instruction and American Reading Company's Foundational Toolkits for guided reading will result in increases these numbers.

Although our 3rd grade class made notable growth in the results on the ELA exam during the current charter term, there is significant improvement that still needs to be made in order to reach our goal of absolute proficiency of 75%. We will continue to build the teachers' capacity to lead close reading lessons, along with the deliberate addition of more paired and informational texts within units of study. Teachers at all grade levels will continue to participate in curriculum writing retreats (at least one per semester) that will have them unpacking and analyzing CCSS, with the ultimate goal of developing specific lessons targeting power standards incorporated into integrated literacy units. Particular attention will be paid to exploring ways in which students will experience test-like assessments in an authentic way that continues to build stamina leading up to the state exams.



In Middle School, in order to maintain and significantly improve our ELA results, we will intensify our focus on literacy development, cross content literacy, and intentionally focus on the instruction of our Special Education (SPED) and English as a New Language (ENL) populations to more closely monitor their academic gains and/or progress. We've restructured our ELA intervention team and identified an experienced and knowledgeable lead intervention teacher (trained in Read 180, System 44, and Orton-Gillingham) whose primary duty is to work consistently with our team of intervention teachers, the Literacy Coach, and Dean of Curriculum and Instruction. Together the instructional leadership team will ensure that students are meeting learning targets.

In addition, we plan to continue with targeted small group instruction for grades 4-8 during 9<sup>th</sup> period. The small groups will be led by content area teachers. Students will be assessed quarterly. Based on progress towards proficiency bands, students will be targeted to attend Saturday instruction. Additionally, in grades 4-8 we added an English as a New Language instructor to the Middle School staff to support instruction during ELA classes.

To better meet the personalized academic needs of all students and to shift teacher pedagogy, the Daggett System of Effective Instruction-Rigor, Relevance, and Learner Engagement Framework, aligned to the Brockton Model of academic success, will closely guide the Middle School Literacy Alignment. More focus will be given to the acquisition and assimilation of knowledge through rigorous (standard based) curriculum mapping, relevant scope and sequences, authentic instructional strategies aligned to Daggett's System (ICLE), and Quadrant D Lesson planning. Finally, Rigor, Relevance, Learner Engagement Rubrics will guide daily instruction in order to more closely monitor what is taught by teachers and what is learned by students.

We acknowledge that our ENL population has not made adequate academic growth in grades 4-8. In order to address this challenge, and in addition to the aforementioned strategies, 9th period ENL students' yearlong assignment will hereafter be based on their current level of performance on the NYSESLAT (e.g. Entering/emerging, transitioning, expanding, etc.). Each of the licensed ENL intervention teachers will be responsible during 9th period for instruction, test preparation, tracking and monitoring student growth, and overall mastery of standards connected to speaking, listening, reading, and writing. Our ultimate goal, of course, is to get all of our students to a Commanding performance level.

- **Personnel:** We've committed significant resources to not only growing the skill of our faculty in response to student need, but also individualizing professional development tracks for teachers. For some, the plan includes targeted professional

development workshops and professional conferences. For others, it includes advanced or initial certification and continued education. In order to ensure certification and continued education, we offer tuition assistance, reimbursement, and grants for additional and advanced certification.

In grades K-3, in order to further support students identified for Special Education services, we have added one more ICT classroom in both 1st and 2nd grades this year, giving those students much needed specialized instruction in order to solidify their foundational literacy and math skills prior to reaching the 3rd grade.

As the number of ENL students has increased dramatically in Kindergarten and 1st grades in the past few years, the need for English for Speakers of Other Languages (ESOL) specialized instruction will be imperative in order to continue to increase academic growth for students who are identified as English Language Learners. We have increased our ESOL faculty to three full time teachers who follow a push-in model of support and intervention in all classrooms with identified students at least twice per week during ELA instruction time.

Moreover, while our Students with Disabilities (SWD) and ENL students have outperformed both the city and district proficiency ratings in ELA, we are not satisfied with their performance relative to our comparison groups. In general, we believe that our students would benefit from smaller student to teacher ratios and small group instruction. We also believe that, given the nature of the content, it is difficult for teachers to provide sufficient instruction to multiple grade levels simultaneously at the middle school level. Accordingly, in 2016-17 in grades 4-8, five additional teachers (SPED math, SPED ELA, ENL, Science and Social Studies) were hired in order to: 1) more evenly distribute our ICT and ENL populations across sections while delivering the appropriate services to students; and 2) ensure that (with the exception of intervention) all teachers in math and ELA refrain from splitting grades.

- **Data and Assessments:** In grades K-3, we will continue to address individual students' academic needs through careful monitoring of progress towards established learning targets determined from CCSS power standards as part of an overall comprehensive scope and sequence in Reading and Writing at each grade level. In addition to the Independent Reading Level Assessment results that are monitored at least every two weeks and NWEA MAP scores three times per year, 2nd and 3rd grade students will be given internally developed state exam-like mini-assessments at least quarterly to monitor transference of skills to a more formal test taking format. Using this, and other anecdotal data points, students who require more significant intervention will be identified and participate in the newly added intervention times in each class' schedule several times per week.



We routinely collect and analyze data on a variety of qualitative and quantitative measures in order to guide instruction, curricular choices and personnel decisions. We will continue to partner with the Achievement Network for the development of our quarterly interim assessments in grades 4-8 in ELA and 4-7 in math which are aligned to our scope and sequences and instructional program. Similar to the Living Environment and US History Regents benchmarks, grade 8 math benchmarks are designed by the math instructional lead (i.e. math coach) and are standards based, aligned to our scope and sequence and modeled after the Regents exam.

In an effort to improve the quality of information and turnaround time in the assessment-feedback loop, we will continue to use GradeCam for real-time data and have added the Smart Notebook Learning Suite and Digital Coach software as an accompaniment to our curriculum. The data will be used to not only guide modifications to the existing lesson plans but also to guide the planning of intervention, individual instructional plans for specific students, and 9th period course assignments.

Student growth will continue to be measured by the MAP NWEA assessments which are administered quarterly.

## HIGH SCHOOL ENGLISH LANGUAGE ARTS

### **Goal 1: Absolute Measure**

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

Hyde administered the New York State Regents Exam and the Common Core Regents Exam in Language Arts; students must pass one of the two exams to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring 75 on the New York State Regents English exam or Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).<sup>7</sup> This measure examines the percent of

---

<sup>7</sup> The statewide adoption of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.



the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

## RESULTS

74% of students in the 2013 Accountability Cohort passed with a score of 75 or a Level 4 on the Common Core exam, as the following table demonstrates.

English Regents Passing Rate with a Score of 75 or Level 4 on Common Core Exam by Fourth Year Accountability Cohort<sup>8</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011	68	66%
2012	62	76%
2013	57	74%

Hyde Leadership Charter School met this goal for the 2013 cohort. In addition, the 2011 and 2012 cohorts each met this goal by their fourth year in the Accountability Cohort.

### Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

## RESULTS

72% of students in the 2013 Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam passed with a score of 75 or a Level 4 on the Common Core exam.

English Regents Passing Rate with a Score of 75 or Level 4 on Common Core exam among Students

<sup>8</sup> Based on the highest score for each student on the English Regents exam.

## Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>9</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011	50	54%
2012	33	61%
2013	50	72%

### EVALUATION

Hyde Leadership Charter School met this goal for the 2013 cohort. The evidence also indicates a positive trajectory in performance on this measure over the last three years; we believe that this increase in outcomes is attributable to investments in curriculum and instruction at our high school, and is highly likely to continue into the future.

#### Goal 1: Absolute Measure

Each year, the Accountability Performance Level (“APL”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

### METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

[www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2016-17 English language arts AMO of **178**. The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

<sup>9</sup> Based on the highest score for each student on the English Regents exam.

## RESULTS

Hyde's APL was 170 in 2016-17.

### English Language Arts Accountability Performance Level (APL) For the 2013 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	5%	20%	66%	9%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 20 & + & 66 & + & 9 & = & 95 \\
 & & & & 66 & + & 9 & = & 75 \\
 & & & & & & \text{APL} & = & 170
 \end{array}$$

## EVALUATION

Hyde missed this goal by eight points in 2016-17. However, we believe that the curricular and instructional improvements that we will be implementing across grade levels starting in the current school year will allow us to meet this goal during the next charter term.

### Goal 1: Comparative Measure

Each year, the Accountability Performance Level ("APL") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison.

## METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the chart below presents currently available results for our host school district.

## RESULTS

The APL of students in the 2012 Accountability Cohort at Hyde Leadership Charter School exceeded that of our host district, NYC Community District 8, by 60 points. Although the District 8 results have not yet been released for the 2013 cohort, Hyde's consistent track record of success indicates that we are likely to meet this goal again once District 8 results are published for the 2016-17 school year.

### English Regents Accountability Performance Level (APL)<sup>10</sup> of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Hyde		District 8	
	APL	Cohort Size	APL	Cohort Size

<sup>10</sup> For an explanation of the procedure to calculate the school's APL, see page 31.

2011	154	68	105	1,637
2012	171	62	111	1,561
2013	170	57	N/A	N/A

## EVALUATION

During the current charter term, Hyde met the accountability measure requiring that the Accountability Performance Level (“APL”) in Regents English for students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison.

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

We are committed to providing the resources needed for our students to become proficient readers, writers, and users of the English language. Hyde Leadership Charter School is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2016-17, Hyde achieved three out of the four possible measures for evaluation, as the following table indicates.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	MET
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	MET
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	NOT MET
Comparative	Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison. (Using 2015-16 school district results.)	MET

Below we outline an action plan that is being implemented during the current school year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

## ACTION PLAN

The following are specific areas of focus for the English Department:

- **Professional Development:** At the beginning of the current school year, English teachers developed individual growth plans with their supervisors that align with goals and areas for improvement for the year. English teachers will also select relevant workshops at the National Conference of Teachers of English each year. The 2017-2018 professional development calendar includes department-led faculty meetings during which teachers will share conference highlights with the rest of the high school team.
- **Intervention for students who have not met Regents targets:** Beginning in the 2017-2018 school year, the English team is targeting a group of students in the rising junior class who underperformed on the English Regents on their 2nd or 3rd attempts. We have established a connection between Regents and 10th grade course performance and are supporting these students by placing them in a new, smaller section of junior year English, English IIIA. This course is geared towards strengthening foundational skills and targeting individual needs. Additionally, our freshmen English teacher is providing one-to-one intervention. Analysis of the success of these efforts will inform Regents intervention planning and targets for the 2018-2019 school year and beyond.
- **Freshmen intervention initiative:** Beginning in the 2017-2018 school year, students are selected for intervention based on performance on the 8th grade ELA state test, Regents and class grades. Students work in small groups that target foundational reading and writing skills. Analysis of students' skill development and class performance at the end of each semester will inform movement of students in and out of this program.
- **School-wide writing initiative:** In the 2015-2016 school year, we fully implemented TEA paragraphs (an acronym referring to topic, evidence, and analysis, which is taught and displayed visually in all classrooms) across grade levels and content-areas. Beginning in the 2017-2018 school year, the English team is leading an initiative to ensure that we are holding to a consistent standard for introducing and citing evidence. Purdue Online Writing Lab (OWL) will be introduced to all teachers this year. In keeping with the TEA campaign, MLA visuals are being displayed in all classrooms. The visuals will focus on introducing and citing evidence in the text of a paper rather than a Works Cited page. The English team will also lead professional development workshops for the staff on this initiative. Upon full implementation of consistent introduction and citing of evidence, the English team will expand the school-wide writing initiative to include additional expectations of consistency in writing across subject areas and grade levels.



## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

Hyde Leadership Charter School students will become proficient in the application of mathematical skills and concepts.

#### BACKGROUND

Hyde Leadership Charter School (Hyde) utilizes a rigorous, interdisciplinary, standards-aligned curriculum in grades K-12. Our mathematics curriculum is aligned with the Common Core State Standards (CCSS).

Our elementary school math curriculum balances a problem solving-based Cognitively Guided Instruction (CGI) approach and Bridges in Mathematics, a more robust spiraling CCSS-aligned math program.

Our middle school mathematics curriculum uses Bridges in Mathematics and Connected Mathematics Project 3 as a foundation. Teachers, with support from the Math Coach and grade-level leaders, strategically supplement all curricular materials to ensure that every learner has access to core content and is pushed to meet the rigor of the Common Core State Standards. In the last charter term, we increased rigor in mathematics by requiring that all 8th graders take the Regents Algebra 1 exam. Proficiency rates for Middle School students on these exams increased from 79% in 2016 to 87% in 2017, accelerating students' progress through the high school curriculum and into college readiness.

The high school organizational structure evolved in the 2016-2017 school-year to include a Dean of Instruction and Director of Academic Programs in order to increase and differentiate instructional supports provided to teachers. The Director of Academic Programs generally supervises more veteran teachers, including our department heads. He works closely with all teachers to ensure alignment to Common Core and NYS teaching standards and compliance with New York City and State academic policies. This role also leads professional development on College Readiness Authentic Assessment and oversees our data collection and analysis protocols. The Dean of Instruction generally supervises new to teaching and/or new to Hyde instructional faculty. In addition to supervising teachers, the Dean of Instruction works closely with the Director of Special Education and high school special education team to ensure that the school is in compliance with IDEA. This role also leads professional development on engaging all students and embedding a wide variety of instructional strategies. Together with the High School Director, the occupants of these positions provide instructional feedback and support using the Danielson Framework for Teaching and Learning.

High school math teachers use the Engage NY Common Core curriculum to design rigorous mathematics courses in order to prepare students for success on math exams and provide the foundational skills needed for college level work. The mathematics department offers a variety of courses to meet the needs of our students and allows for lateral movement among foundational and advanced math courses, such as AP Statistics. In each course, student progress is measured against Regents-aligned quarterly benchmarks and project-based assessments of college-readiness. Our shift to the Google Education platform in SY 2016-17 and to a one-to-one computing environment has also enabled mathematics teachers to infuse real-world applications of mathematics using digital models.

Please refer to the “Proposed Educational Plan” section of the Renewal Application for additional details on our Mathematics academic program.

**Goal 2: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

**METHOD**

The school administered the New York State Testing Program mathematics assessment to students in grades 3 through 7 in April 2017. (All Grade 8 students took the Regents Algebra exam to accelerate their high school progress and college readiness.) Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for SY 2016-17 test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2016-17 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>11</sup>					Total Enrolled
		IEP	ELL	Absent	Refused	Total Not Tested	
3	71	0	0	0	7	7	78
4	71	0	0	0	3	3	74
5	71	0	0	0	2	2	74*
6	73	0	0	0	1	1	74
7	77	0	0	1	0	1	78

<sup>11</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.



8	0	0	0	0	0	72	72
All	363			1	13	86	449

\*\* NYSED reported to Hyde that they lost the 5<sup>th</sup> Grade Math data for one student.

## RESULTS

29.1% of Hyde students enrolled in at least their second year were proficient on the NYS mathematics language arts examination in 2016-17.

### Performance on 2016-17 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	26.8%	71	27.5%	69
4	25.4%	71	26.6%	64
5	31.0%	71	29.9%	67
6	26.0%	73	24.6%	65
7	35.1%	77	36.1%	72
8	N/A*	0	N/A*	0
All	28.8%	363	29.1%	337

\*In the last charter term, Hyde increased rigor in mathematics by requiring that all 8th graders take the Regents Algebra 1 exam. Proficiency rates for Middle School students on this exam increased from 79% in 2016 to 87% in 2017, accelerating students' progress through the high school curriculum and into college readiness.

## EVALUATION

Hyde Leadership Charter School did not meet the accountability measure of 75 percent of students enrolled in at least their second year achieving proficiency. However, as the data in the following sections demonstrate, Hyde students have consistently outperformed students in their host district. We believe the improvements to curriculum and instruction that we will implement over the upcoming charter term will position Hyde on a predictive path to meeting the goal of 75 percent proficiency in the future.

## ADDITIONAL EVIDENCE

The below table indicates that the percentage of Hyde students in at least their second year achieving proficiency has increased from SY 2014-15 to SY 2016-17.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	25.3%	75	25.8%	66	27.5%	69
4	31.3%	67	32.9%	70	26.6%	64
5	22.9%	70	32.9%	70	29.9%	67
6	15.6%	64	23.2%	69	24.6%	65
7	22.8%	79	17.2%	64	36.1%	72
8	32.9%	70	N/A*	0	N/A*	0
All	25.1%	425	26.5%	339	29.1%	337

## Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

### METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency on the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>12</sup>

### RESULTS

Hyde missed this goal by fourteen points in 2016-17.

#### Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	34	37	22	7

$$\begin{array}{rclclclcl}
 \text{PI} & = & 37 & + & 22 & + & 7 & = & 66 \\
 & & & & 22 & + & 7 & = & 29 \\
 & & & & & & \text{PLI} & = & 95
 \end{array}$$

<sup>12</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## EVALUATION

The school missed this goal by fourteen points in 2016-17. However, we believe that the curricular and instructional improvements that we will be implementing starting in the current school year will allow us to meet this goal during the next charter term.

### Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

## METHOD

Hyde compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which Hyde tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>13</sup>

## RESULTS

Students enrolled in at least their second year at Hyde outperformed those in their host district, Community District 8 during SY 2016-17, as the chart below indicates.

Grade	Percent of Students at Proficiency			
	Hyde Students In At Least 2 <sup>nd</sup> Year		All District 8 Students	
	Percent	Number Tested	Percent	Number Tested
3	27.5%	69	30%	2,125
4	26.6%	64	26%	2,175
5	29.9%	67	30%	2,207
6	24.6%	65	23%	2,156
7	36.1%	72	19%	1,904
8	N/A*	0	16%	2,048
All	29.1%	337	24%	12,615

\*In the last charter term, Hyde increased rigor in mathematics by requiring that all 8th graders take the Regents Algebra 1 exam. Proficiency rates for Middle School students on this exam increased from 79% in 2016 to 87% in 2017, accelerating students' progress through the high school curriculum and into college readiness.

## EVALUATION

Hyde met the accountability measure requiring that the proportion of all students who are enrolled in at least their second year and performing at proficiency on the state mathematics

<sup>13</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

exam be greater than that of all students in the same tested grades in the local school district.

### ADDITIONAL EVIDENCE

The below table demonstrates that students enrolled in at least their second year at Hyde have outperformed the school's host district, Community District 8, for each of the last three years.

**Mathematics Performance of Charter School and Local District  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Hyde	District 8	Hyde	District 8	Hyde	District 8
3	25.3%	28%	25.8%	27%	27.5%	30%
4	31.3%	25%	32.9%	30%	26.6%	26%
5	22.9%	29%	32.9%	23%	29.9%	30%
6	15.6%	21%	23.2%	22%	24.6%	23%
7	22.8%	16%	17.2%	18%	36.1%	19%
8	32.9%	10%	N/A	13%	N/A*	16%
All	25.1%	22%	26.5%	22%	29.1%	24%

### Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### METHOD

The SUNY Charter School Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

## RESULTS

In SY 2015-16, Hyde's aggregate effect size in English language arts was 0.13. The following table presents grade level and aggregate Effect Size results.

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	88.7	68	25	31.1	-6.1	-0.28
4	89.2	72	33	29.2	3.8	0.19
5	89.5	73	33	23.6	9.4	0.49
6	89.3	74	24	22.2	1.8	0.09
7	94.4	69	16	13.3	2.7	0.15
8						
All	90.2	356	26.3	23.9	2.4	0.13

### School's Overall Comparative Performance:

Slightly higher than expected

## EVALUATION

In SY 2015-16, Hyde did not meet this accountability plan goal. Hyde's effect size is not yet available for SY 2016-17.

## ADDITIONAL EVIDENCE

Hyde has a consistent track record of meeting this goal prior to the 2015-16 academic year, as the following table reflects.

We believe that the apparent decline between SY 2014-15 and 2015-16 is in part due to the exclusion of 8<sup>th</sup> grade students between those two years. Given our 8<sup>th</sup> grade students' strong results on the Algebra Regents exam, we believe that we would have met this goal in 2015-16 had their results been included.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-8	93.3	453	29.8	21.0	0.53
2014-15	3-8	93.0	461	26.0	19.4	0.41
2015-16	3-7	89.2	356	26.4	26.4	0.13

## Goal 2: Growth Measure<sup>14</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in SY 2016-17 and also have a state exam score in SY 2015-16, including students who were retained in the same grade. Students with the same SY 2015-16 scores are ranked by their SY 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

### RESULTS

Hyde's mean growth percentile was 52 in SY 2016-17. This is two points higher than the statewide median.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	54	50.0
5	48	50.0
6	46	50.0
7	61	50.0
8	N/A	50.0
All	<b>52</b>	50.0

### EVALUATION

In SY 2016-17, Hyde met this accountability plan goal.

### ADDITIONAL EVIDENCE

Hyde has a consistent track record of meeting this goal. In SY 2015-16, Hyde ostensibly missed this goal by 0.1 points. However, analyzed data do not include the performance of our Grade 8 students, since all Hyde students in Grade 8 take the Algebra Regents in preparation for a rigorous college-preparatory course of study. We have reason to believe

---

<sup>14</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

that we would have met this goal in SY 2015-16 had our Grade 8 students taken the Grade 8 math test, given that:

- Our Grade 8 cohort significantly exceeded the statewide median growth in ELA;
- In the 2013-14 and 2014-15 academic years, our Grade 8 cohort's median growth percentile in math was 67.7 and 61.6, respectively; and
- Our Grade 8 cohort performed well on the Algebra Regents exam.

The following table presents growth percentile results per grade for the last four school years.

Mathematics Mean Growth Percentile by Grade Level and School Year					
Grade	Mean Growth Percentile				
	2013-14	2014-15	2015-16	2016-17	Statewide Median
4	66.5	43.7	44.7	54	50.0
5	50.5	42.8	51.8	48	50.0
6	<b>67.7</b>	42.6	48.6	46	50.0
7	48.4	<b>61.6</b>	54.5	61	50.0
8	64.5	63.4	N/A	N/A	50.0
All	<u><b>59.6</b></u>	<u><b>50.9</b></u>	<u><b>49.9</b></u>	<u><b>52</b></u>	50.0

### SUMMARY OF THE MATHEMATICS GOAL

We are committed to providing the resources needed for our students to become proficient mathematicians. Hyde Leadership Charter School is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2016-17, Hyde achieved 2 out of the 5 possible measures for evaluation, as summarized by the table below.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	NOT MET
Absolute	Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	NOT MET
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	MET
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a	NOT MET

	regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	MET

Below we outline an action plan that is being implemented during the current school year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

### ACTION PLAN

- Curriculum and Instruction:** Math results on the 3rd grade State exam as well as on the NWEA MAP test indicate there is much room for improvement. In K-3 we will focus particularly on identifying the gaps in the Bridges (The Math Learning Center) curriculum, currently used for the majority of math instruction in all grade levels, and adding robust lessons to the units in order to ensure mastery of identified learning targets from power standards. We will continue an emphasis on multiple strategies for problem solving through the Cognitively Guided Instruction (CGI) model. Growth will be monitored through internally developed biweekly quizzes that are moderated and analyzed at each grade level. Students will be identified for intervention using this and the data gathered from end of unit results. The Bridges Intervention program aligned to the core curriculum will be used to instruct and progress-monitor the progress of students identified.

We will continue to offer additional small group and individual support through Saturday learning times to students in 3rd grade that demonstrate the need for further instructional support at least six weeks prior to both the ELA and Math State exams. These classes will be specifically for students that have been identified as being close to reaching proficiency, but needing additional support and reinforcements to become solid proficient performers.

In grades 4-8 we've remained committed to adult learning and professional development. More specifically, during math department meetings and as part of our overall plan for professional development, we will focus on the integration of technology, lesson planning and lesson delivery in order to make math more engaging to students. Moreover, we firmly believe that we will gain traction if we position our students and teachers in the math classroom to facilitate and orchestrate productive discussions in mathematics. Using the 5 Practices as a guide, teachers will anticipate student misconceptions, monitor classroom discussions, select appropriate work for discussion, sequence the work according to student needs, and, finally, create connections to future



and past tasks. We will also apply mathematical concepts in other content areas while focusing intentionally on the 6-8 STEM Framework.

We've vetted several intervention programs and have developed a new approach to how math intervention will take place moving forward. The NWEA Map assessment will be administered four times a year. The initial administration will be used as a diagnostic in order to determine students' grade level and targeted areas of focus. Intervention teachers will then work in collaboration with the math coach to plan individualized student learning tracks and align individualized intervention plans to instruction during class and in 9th period (an additional intervention time).

Finally, while our state test results in math exceed results for our local school district and the Bronx, and our 8th graders outperform high school results for our district and New York City on the Algebra I Regents, we have hit a plateau on growth and performance in grades 4-7 on the math state test. We attribute the plateau to a lack of attention to adequate and explicit exam preparation in grades 4-7 as our curricular programs are deeply conceptual and require a significant amount of instructional time. We believe that with time our students will perform better and have a deeper conceptual understanding of mathematics than their counterparts; however, the work takes time and the absolute proficiency targets that we seek are not realized until later in the students' academic careers (i.e., grades 8-12). In order to improve elementary and middle school math performance, we have modified the instructional program to include clearly designated opportunities to focus exclusively on standards based practice aligned to core curricular topics and the state exam. Specifically, students will have a 50-minute test prep block with core math instructors as well as additional practice twice per week during their intervention periods targeting specific standards and state exam cluster topics.

- **Personnel:** We've committed significant resources growing the skill of our faculty in response to student need through individualized professional development tracks for teachers. We've reorganized our teacher programs and schedules in order to ensure that core teachers (i.e. Non-intervention teachers) no longer split grades and also added an additional FTE. Beyond this, our teachers and the math coach meet to collaborate on individual professional development plans. For some, the plan includes targeted professional development workshops and professional conferences. For others, it includes advanced or initial certification and continued education. In order to increase certification and continuing education, we offer tuition assistance and reimbursement, and grants for additional and advanced certification.

In order to build the capacity of all teachers in the Elementary School (K-3), we will be implementing a professional development model of student-centered coaching. Peer coaches have been identified as master teachers in Writing, Math, classroom culture and meeting students' individual needs. Additional time has been allotted each week to prepare for professional development workshops and peer coaching cycles. All teachers

will be in a coaching cycle with either a peer coach, the Lead Developer of Teaching and Learning, or external consultants from American Reading Company or Generation Ready. Through deep reflection and analysis of student work, teachers will identify instructional goals, practice new skills, receive critical feedback and modify instruction in order to help students achieve proficiency.

Moreover, while our SWD and ENL students have outperformed both the city and district proficiency ratings in ELA, we are not satisfied with their performance relative to other comparison groups in math. In general, we believe that our students would benefit from smaller student to teacher ratios and small group instruction in math. We also believe that given the nature of the content it is difficult for teachers to master multiple grade levels simultaneously at the middle school level. In 2016-17 five additional teachers (SPED math, SPED ELA, ENL, Science and Social Studies) were hired in order to: 1) more evenly distribute our ICT and ENL populations across sections while delivering the appropriate services to students; and 2) ensure that (with the exception of intervention) all teachers in math and ELA refrain from splitting grades. Additionally, we restructured certain teacher programs and for the first time we have a math intervention team of teachers who are knowledgeable and experienced in instructional intervention programs specifically.

- **Data and Assessments:** In the Elementary School (K-3) all improvement measures will be actively monitored through teacher data conferences with the Director and Lead Developer of Teaching and Learning at least once per quarter and biweekly Student Support Team meetings. Data will continue to be collected and housed on in a Google sheet located on a team Google share drive. The grade level Student Academic data trackers will allow for a comprehensive look at all student data in all subjects for the entire school year. Data points include but are not limited to: IRLA level, NWEA MAP results, Grade-level "state test" like assessments, Bridges Unit Assessments, Number Corner Assessments, CGI quizzes and Writing Assessments). Teachers, specialists and leaders will have access and will analyze the Student Academic Data and all other anecdotal data to inform instruction on a quarterly basis during scheduled data days that include intensive student work analysis and curriculum development.

We routinely collect and analyze data on a variety of qualitative and quantitative measures in order to guide instruction, curricular choices and personnel decisions. We will continue to partner with the Achievement Network for the development of our quarterly interim assessments in grades 4-8 in ELA and grades 4-7 in math, which are aligned to our scope and sequences and instructional program. Similar to the Living Environment and US History Regents benchmarks, grade 8 math benchmarks are designed by the math instructional lead (i.e. math coach) and are standards based, aligned to our scope and sequence, and modeled after the Regents exam.

In an effort to improve the quality of information and turnaround time in the assessment-feedback loop, we will continue to use GradeCam for real-time data and have added the Smart Notebook Learning Suite and Digital Coach software as an accompaniment to our curriculum. Data generated is used to not only guide modifications to the existing lesson plans but also to guide the planning of intervention, test prep periods in math, individual instructional plans for specific students, and 9th period course assignments.

## HIGH SCHOOL MATHEMATICS

### **Goal 2: Absolute Measure**

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the college and career readiness standard as scoring 80 or Level 4 on a Common Core exam (fully meeting Common Core expectations).<sup>15</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

### RESULTS

42% of students in the 2013 Accountability Cohort at Hyde Leadership Charter School passed with a score of 80 or Level 4 on the Common Core Exam, as the following table reflects.

#### Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core Exam by Fourth Year Accountability Cohort<sup>16</sup>

---

<sup>15</sup> The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>16</sup> Based on the highest score for each student on the Mathematics Regents exam.

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2011	68	34%
2012	62	29%
2013	57	42%

## EVALUATION

Hyde Leadership Charter School did not meet this goal for the 2013 cohort. However, while our performance has fluctuated over the last three years, the trend-line of our results has been positive. We plan to build upon and accelerate this growth in the upcoming charter term.

## ADDITIONAL EVIDENCE

Although all of our students are not yet consistently meeting the rigorous benchmarks of 80 or above or a Level 4, the following table shows that an average of 90% of our students have earned a score of 65 or above in each of the last three Accountability Cohorts.

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 or higher on a Regents math exam or Common Core exam
2011	68	90%
2012	62	92%
2013	57	88%

### Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

## METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

## RESULTS

30% of students in the 2013 Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam passed with a score of 80 or a Level 4 on the Common Core exam.

### Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core exam among Students Who Were Not Proficient in 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

17

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2011	39	5%
2012	31	10%
2013	46	30%

## EVALUATION

Hyde Leadership Charter School did not meet this goal for the 2013 cohort. However, as the table above indicates, our performance has increased significantly over the last three years, particularly in the most recent school year.

## ADDITIONAL EVIDENCE

Although all of our students who did not score proficient on their New York State 8th grade mathematics exam are not yet consistently meeting the rigorous benchmarks of 80 or above or a Level 4, the table below shows that more than 80% of those students have earned a score of 65 or above for each of the last three Accountability Cohorts.

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 or higher on a Regents math exam or Common Core exam
2011	39	82%
2012	31	84%
2013	46	85%

## Goal 2: Absolute Measure

<sup>17</sup> Based on the highest score for each student on the Mathematics Regents exam.

Each year, the Accountability Performance Level (“APL”) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

## METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the SY 2016-17 mathematics AMO of **165**. The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

## RESULTS

The Accountability Performance Level for the 2013 High School Accountability Cohort at Hyde Leadership Charter School was 130.

Mathematics Accountability Performance Level (APL)  
For the 2013 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	12%	46%	42%	0%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 46 & + & 42 & + & 0 & = & 88 \\
 & & & & 42 & + & 0 & = & 42 \\
 & & & & & & \text{APL} & = & 130
 \end{array}$$

## EVALUATION

The school missed this goal in 2016-17. However, we believe that the curricular and instructional improvements and the Action Plan (described later in this section) that we will be implementing during the upcoming charter term will allow us to meet this goal in the upcoming charter term. future.

## Goal 2: Comparative Measure

Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison.

### METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the table below presents most recently available school district results.

### RESULTS

The APL of students in the 2012 Accountability Cohort at Hyde Leadership Charter School exceeded that of our host district, Community District 8, by 30 points. Although the District 8 results have not yet been released, Hyde's APL increased between the 2012 and 2013 Accountability Cohorts, suggesting that we are likely to meet this goal again for the 2013 cohort once District 8 results are published.

Mathematics Accountability Performance Level (APL)  
of Fourth-Year Accountability Cohorts by Charter School and School District<sup>18</sup>

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011	124	68	84	1,637
2012	118	62	88	1,561
2013	130	57	N/A	N/A

### EVALUATION

Hyde met the accountability measure requiring that the Accountability Performance Level ("APL") in Regents Math of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison.

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

We are committed to providing the resources needed for our students to become proficient mathematicians. Hyde Leadership Charter School is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2016-17, Hyde achieved one out of the four possible measures for evaluation, as summarized by the following table.

Type	Measures	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability	NOT MET

<sup>18</sup> See page 39 above for an explanation of the APL.



	Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	NOT MET
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	NOT MET
Comparative	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison. (Using 2015-16 school district results.)	MET


Below we outline an action plan that is being implemented during the current school year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

## ACTION PLAN

The following are specific areas of focus of the Math Department:

- **Professional Development:** At the beginning of this school year, teachers developed individual growth plans with their supervisors that align with goals and areas for improvement for the year. As part of these plans, Math teachers select relevant workshops at the National Conference of Teachers of Mathematics each year. The 2017-2018 professional development calendar includes department-led faculty meetings during which teachers will share conference highlights with the rest of the high school team.
- **Create a 21st century math classroom:** Using SMART technologies, TI-Nspires and Chromebooks with MathXL, students will be able to visualize abstract concepts by using and manipulating digital models. Students will also be able to receive detailed, individualized feedback on concepts that they have not yet mastered and assignments that are adapted to their specific needs. Additionally, the use of Chromebooks and other technologies will allow for research and real world applications of technology in the classrooms.
- **Shift math mindset:** In order to increase motivation, interest and self-efficacy in





math, the Math department plans to integrate math into various aspects of the school community, including in-school meetings, discovery groups and announcements. The department also plans to include math-related events, such as math competitions, math project fairs, and Pi Day.

- **Increase Algebra Regents Pass Rate:** The math team is working to increase the pass rate on the Common Core Algebra exam by targeting students for small group and one-to-one support during office hours after school. In advance of the January and June 2018 Regents administration, Regents review sessions will be offered. Math teachers will work to differentiate lessons and target struggling areas.
- **Increase homework completion in math classes:** To ensure students are engaging in meaningful practice of mathematical skills, students will get to see answers in order to check work, see mistakes, and learn from their errors. Additionally, teachers will use technology (specifically the MathXL program) to make homework assignments more accessible to students. Teachers will communicate with parents about student's homework completion (both positive and negative). Teachers will make time outside of class to work with students on homework and to have a place where students can come to use calculators and other classroom materials to complete homework.

## GOAL 3: SCIENCE

### Goal 3: Science

Hyde Leadership Charter School students will demonstrate competency in the understanding of scientific concepts and the application of scientific reasoning.

#### BACKGROUND

Hyde Leadership Charter School (Hyde) utilizes a rigorous, interdisciplinary, standards-aligned curriculum in grades K-12. Our science curriculum is aligned with the Next Gen Science Standards and New York State Standards. We currently utilize iScience New York, McGraw Hill and ScienceFusion as curricular resources in science. However, teachers and leaders strategically supplement all curricular materials to ensure that every learner has access to core content and is pushed to meet the rigor of the Common Core State Standards. In the last charter term, we increased rigor in science by requiring that all 8th graders take Regents Living Environment. Pass rates and proficiency rates of the Middle School students on this Regents test increased significantly from 49% in SY 2015-16 to 67% in SY 2016-17.

In K-3rd grades, science is woven throughout integrated literacy units aligned with the CCSS and NGSS. Lessons are deliberately developed through inquiry, discovery, research, and authentic project-based assessments.

In grades 4 and 5, we will continue to use Houghton Mifflin Harcourt Science Fusion curriculum, which is designed for building inquiry and STEM skills and optimized for learning in the classroom or at home, on a laptop, tablet, or using a science textbook. In grades 6 and 7 we will continue to use McGrawHill Education iScience New York. McGraw Hill Education customized this Middle School Science Curriculum especially for New York to meet every New York State Standard addressed in NYS DOE Scope and Sequence. Unlike ScienceFusion, the New York iScience Curriculum does not offer an alignment to the K-12 Framework and NGSS. Nonetheless, the curriculum does offer our Middle School Students a balance of hands-on investigations, rigorous science content, and engaging, real world applications to make science fun, exciting, and stimulating for every student. Intentional curricular works guided by NSTA PDs have effectively prepared the 6-8 instructional teams with coherent alignment to the NGSS Standards and K-12 Framework.

The high school offers Regents courses in Living Environment, Chemistry, and Physics. In the 2017-2018 school year, Earth Science is being added in order to provide students with additional pathways to meet the requirements for a Regents or Advanced Regents Diploma. In addition to these Regents courses, the science department offers teacher-designed courses that are aligned to the Next Generation Science Standards and New York State Standards. The range of courses are aligned to student needs and interest and provide

students with opportunities to explore 21st Century fields, such as computer science and forensic technologies. Last year, the department also introduced AP Computer Science. In each Science course, student progress is measured on Regents-aligned quarterly benchmarks and/or project-based assessments of college-readiness. Our shift to a one-to-one computing environment has also enabled science teachers to engage students in virtual applications.

**Goal 3: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

**METHOD**

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2017. Grade 8 students took the Living Environment Regents to accelerate their progress through the rigor of high school and towards college readiness. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

**RESULTS**

In 2016-17, 89% of all tested students enrolled in at least their second year performed at proficiency on the NYS science exam.

The following table displays comparative results for 4<sup>th</sup> and 8<sup>th</sup> grade students at Hyde and in CSD 8. In the last charter term, we increased rigor in science by requiring that all 8th graders take Regents Living Environment. As a result, Grade 8 students did not take the NYS science exam.

**Charter School Performance on 2016-17 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Hyde Students In At Least 2 <sup>nd</sup> Year		District 8 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	89%	63	83%*	2,218*
8	N/A**	N/A**	34%*	1,564*
8 (Regents)	78%**	64**	57%*	376*
All	83%	127	62%*	4,158*

\*Grade 4 and 8 data reflect Community District 8 performance in SY 2015-16. NYS science test results for Grade 4 have not yet been released for SY 2016-17.

\*\*All Hyde Grade 8 students take the Living Environment Regents to accelerate their engagement with a rigorous high school curriculum and better prepare them for college success. Hyde’s reported Regents scores are from SY 2016-17 (and include August 2017 results).

## EVALUATION

Hyde met this goal in SY 2016-17, albeit by comparing Hyde SY 2016-17 results with CSD 8’s SY 2015-16 results, the most recent year for which data is available.

### Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

## METHOD

Hyde compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

## RESULTS

In SY 2016-17, the percent of all tested Hyde students enrolled in at least their second year and performing at proficiency on the state science exam was greater than that of all students in the same tested grades in District 8 in SY 2015-2016. This is true for both students in grade 4 and students in grade 8 taking the Regents exam.

The following table displays comparative results for 4<sup>th</sup> and 8<sup>th</sup> grade students at Hyde and in CSD 8. In the last charter term, we increased rigor in science by requiring that all 8th graders take Regents Living Environment. As a result, Grade 8 students did not take the NYS science exam.

**2016-17 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Hyde Students In At Least 2 <sup>nd</sup> Year		District 8 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	89%	63	83%*	2,218*
8	N/A**	N/A**	34%*	1,564*
8 (Regents)	78%**	64**	57%*	376*
All	83%	127	62%*	4,158*

\*Grade 4 and 8 data reflects Community District 8 performance in SY 2015-16. NYS science test results in Grade 4 and Grade 8 have not yet been released for SY 2016-17.

\*\*All Hyde Grade 8 students take the Living Environment Regents to accelerate their engagement with a rigorous high school curriculum and better prepare them for college success. Hyde's reported Regents scores are from SY 2016-17 (including August 2017 results).

## EVALUATION

Hyde met this goal in SY 2016-17.

## SUMMARY OF THE SCIENCE GOAL

According to the most recently available data, Hyde achieved 2 out of the 2 possible measures for evaluation.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Met

To build upon the success achieved in meeting Science goals, we have developed an action plan to implement in the coming year. This plan includes programs and processes that have proven to be successful and new strategies that address observable gaps.

## ACTION PLAN

- **Curriculum:** To continue to improve the 8th grade Science program, upper middle school teachers have begun collaborating in SY 2017-18 with the High School Science department in order to develop an internal school based curriculum with a more urgent and intentional instructional focus, as well as clearer curricular alignment with NGSS and the NYC DOE Science Scope and Sequence. We will primarily focus on the eight Units of Living Environment, as well as meeting all state mandatory lab assignments.

With our recent investments in technology resources, we will now be able to work with digital and virtual curricular resources aligned to the respective core curriculum. In SY 2017-18, grades 4-8 will extend best practices to better support STEM foci through the use of:

Robotics and LegoEducation;

- ExploreLearning through Gizmos, an online tool that offers simulations that power scientific inquiry and understanding;
  - Teacher resources such as the NATA Quick Reference Guide;
  - NSTA professional development; and
  - CERCA online reading and writing tool to better support writing in Science.
- **Personnel:** In SY 2017-18 we added an additional full-time teacher in 6-8 science. As a result, each teacher in our science department is now able to focus more deeply on the curriculum and content of a single grade level. In addition, we have reorganized our science teachers' schedules so that our 6<sup>th</sup> and 7<sup>th</sup> grade science teachers now have the ability to support instruction in 4<sup>th</sup> and 5<sup>th</sup> grades. All science teachers have a common meeting period where teachers review lesson content and collaboratively plan for execution.
  - **Data and Assessments:** In grades 4-8, students complete quarterly benchmark assessments aligned to NGSS and NYS standards. These benchmark exams are developed collaboratively by our Dean of Curriculum and Instruction and science teachers at the start of the year. Once administered, student data is analyzed as part of our quarterly data meetings, during which we also plan for how to address student misconceptions and gaps in learning through spiraled re-teaching. We also administer the NWEA MAP assessment twice per year in science in order to track and monitor longitudinal growth and better differentiate instruction to meet the needs of individual students.

## HIGH SCHOOL SCIENCE

### Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

### METHOD

New York State schools administer multiple high school science assessments; current Regent exams include Living Environment, Earth Science, Chemistry and Physics. Regents are scored on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

## RESULTS

Greater than 90% of Hyde students in the 2011, 2012, and 2013 cohorts have annually passed the New York State Regents science exam with a Score of 65 or higher, as the following table indicates.

### by Fourth Year Accountability Cohort<sup>19</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	68	90%
2012	62	97%
2013	57	95%

## EVALUATION

Hyde met this goal in each of the last three years. The 2011, 2012, and 2013 cohorts all surpassed the target by fifteen to twenty-two percentage points.

### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

## METHOD

Hyde compares the performance of high school students in their fourth year in the Total Cohort to that of the respective cohort of high school students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the table below presents most recently available district results.

## RESULTS

The percentage of students in Hyde's high school Total Cohort exceeded the District 8 Total Cohort by thirty-two percentage points for the 2011 cohort and thirty-seven percentage points for the 2012 cohort. NYSED has not yet published data for Community District 8's 2013 cohort.

### Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Hyde	District 8
--------	------	------------

<sup>19</sup> Based on the highest score for each student on any science Regents exam.

	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	90%	68	58%	2,075
2012	97%	62	60%	1,906
2013	93%**	57	N/A*	N/A*

\*Science Regents Results for the 2013 Total Cohort had not been published on data.nysed.gov at the time that this report was submitted.

\*\*Hyde's Total Cohort passing rate represents an estimate based on available data; full results have not yet been published on data.nysed.gov.

## EVALUATION


Hyde significantly surpassed Community District 8's Science Regents Passing Rate for the 2011 and 2012 cohorts. Although NYSED has not yet published data for District 8's 2013 cohort, we are confident that our 2013 Total Cohort also surpassed the passing rate for District 8. To build upon our success in the next charter term, Hyde has developed and has begun to implement the following action plan in the current school year.

## ACTION PLAN

In an effort to increase Regents scores, college readiness, and 21st Century science literacy, the science department will focus on:

- Professional development:** At the start of this year, teachers developed individual growth plans with their supervisors that align with annual goals and areas for improvement. As a part of these plans, science teachers select relevant workshops at the National Science Teacher Association conference. The 2017-2018 professional development calendar includes department-led faculty meetings during which teachers will share conference highlights with the rest of the high school team.
- Providing an intentional focus on inquiry and project-based learning:** We will continue to expect all classes in the science department to be designed around an inquiry-based model that emphasizes investigation, evaluation, and analysis. Each class will feature at least one required lab report that demonstrates student mastery of this process. Through projects, students will continue to learn critical collaboration, argumentation, and evaluation strategies.
- Increasing computer science mastery:** The science department currently offers computer science courses at the standard and AP levels. In an increasingly technology-centered society, these classes increase students' computer literacy, provide necessary skills for innovation, increase science relevancy, and ultimately prepare students for one of the fastest growing occupations in the United States. We are exploring ways to enhance existing and forge new partnerships with other non-profit organizations and schools, including Code.org, Code Interactive, and Verizon Innovative Learning Partnership, in order to provide students with opportunities to





develop computer science skills outside the scope of our classes.

- **Incorporation of technology:** Students actively use their Chromebooks in science class to conduct research, gather information, and create effective presentations. Our students, however, struggle with determining the scientific reliability and accuracy of the wealth of information they can now access. We will focus our efforts on helping students learn how to distinguish credible sources from biased information presenting itself as science and to gather information to support or refute claims.
- **Increasing science relevancy:** Each science class will continue to use real-world examples to show students how science is relevant to their daily lives and to motivate student interest in science. For example, computer science shows students a path to evolving careers, while Investigations in Biology increase interest through forensics and hands-on investigations.

## GOAL 4: SOCIAL STUDIES

### Goal 4: Social Studies

Hyde Leadership Charter School students will demonstrate competency in the understanding and application of important ideas from history and the social sciences.

### BACKGROUND

High school social studies courses are designed to prepare students for Regents exams and to critically think about past and present social structures. Hyde also offers AP courses in World and U.S. History. Our shift to the Google platform and a one-to-one computing environment has allowed for easier access to primary source material and more immediate feedback. In each social studies course, student progress is measured on quarterly benchmarks and authentic assessments of college readiness.

### Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. (Please note that this narrative addresses U.S. History and Global History measures separately.) Students may have taken the exams multiple times and have until the summer of their fourth year to pass both. Once students pass an exam, performance on subsequent administrations of the same exam do not affect their status as passing.

### U.S. HISTORY RESULTS

An average of over 90% of students in the 2011, 2012, and 2013 cohorts have passed the New York State Regents U.S. History exam with a Score of 65 or higher.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>20</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
--------------------	------------------	------------------------------------

<sup>20</sup> Based on the highest score for each student on a science Regents exam.

2011	68	88%
2012	62	94%
2013	57	91%

## EVALUATION

Hyde met this goal in each of the last three years. The 2011, 2012, and 2013 cohorts all surpassed this threshold by between thirteen and nineteen percentage points.

### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

## METHOD

The school compares the performance of students in their fourth year in the high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the table presented below reflects the most recently available district results.

## RESULTS

The percentage of students passing the Regents U.S. History exam in Hyde's high school Total Cohort exceeded that of the District 8 Total Cohort by thirty-six percentage points for the 2011 cohort and forty percentage points for the 2012 cohort. NYSED has not yet published data for District 8's 2013 cohort.

### U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Hyde		District 8	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	88%	68	52%	2,075
2012	94%	62	54%	1,906
2013	90%	57**	N/A*	N/A*

\*U.S. History Regents Results for the 2013 Total Cohort had not been published on data.nysed.gov at the time that this report was submitted.

\*\*Hyde's Total Cohort passing rate represents an estimate based on available data; full results have not yet been published on data.nysed.gov

## EVALUATION

Hyde significantly surpassed Community District 8's U.S. History Regents Passing Rate for the 2011 and 2012 cohorts. Although NYSED has not yet published data for District 8's 2013 cohort, we are confident that our 2013 Total Cohort also surpassed the passing rate for District 8.

## ADDITIONAL EVIDENCE

In the last charter term, we increased rigor in social studies by requiring that all 8th graders take Regents United States History. Proficiency rates for Middle School students on the Regents test increased from 42% to 62% between 2016 and 2017.

### Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

## METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

## GLOBAL HISTORY RESULTS

On average, more than 90% of students in the 2011, 2012, and 2013 cohorts passed the New York State Global History exam with a Score of 65 or higher.

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>21</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	68	88%
2012	62	95%
2013	57	91%

<sup>21</sup> Based on the highest score for each student on a Global History Regents exam.

## EVALUATION

Hyde met this goal in each of the last three years. The 2011, 2012, and 2013 cohorts all surpassed this threshold by between thirteen and twenty percentage points.

### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

## METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the table below presents the most recently available district results.

## RESULTS

The percent of students passing the Regents Global History exam in Hyde's high school Total Cohort exceeded that of the District 8 Total Cohort by forty percentage points for the 2011 cohort and forty-six percentage points for the 2012 cohort. NYSED has not yet published data for District 8's 2013 cohort.

Global History Passing Rate  
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		District 8	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011	88%	68	48%	2,075
2012	95%	62	49%	1,906
2013	90%**	57	N/A*	N/A*

\*Global Regents Results for the 2013 Total Cohort had not been published on data.nysed.gov at the time that this report was submitted.

\*\*Hyde's Total Cohort passing rate represents an estimate based on available data; full results have not yet been published on data.nysed.gov.

## EVALUATION

Hyde significantly surpassed District 8's Global History Regents Passing Rate for the 2011 and 2012 cohorts. Although NYSED has not yet published data for District 8's 2013 cohort, we are confident that our 2013 Total Cohort also surpassed the passing rate for District 8.

## ACTION PLAN

The following are specific areas of focus for the Social Studies Department:

- **Professional Development:** At the start of the current school year, teachers developed individual growth plans with their supervisors that align with annual goals and areas for improvement. As a part of these plans, Social Studies teachers select relevant workshops at the National Council for the Social Studies conference. The 2017-2018 professional development calendar includes department-led faculty meetings during which teachers will share conference highlights with the rest of the high school team.
- **Literacy skills for social studies:** Students will be able to readily access primary source materials, journal articles, graphs, charts, etc. and write a critical analysis. To do so, students must first be able to read the document successfully. Teachers will intentionally scaffold supports to enable students to comprehend complex texts on their own and apply analytical writing skills taught in English courses.
- **Increasing rigor in social studies assignments:** Teachers will incorporate college and career-readiness skills into all major assignments and classroom culture. On a quarterly basis, teachers will evaluate overall college readiness skills. This information will be broken down into specific content and process standards so that students can reflect upon their strengths and deficiencies.

## GOAL 5: NO CHILD LEFT BEHIND (NCLB)

### Goal 5: NCLB

The school will be in Good Standing each year.

#### Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a school requiring a local assistance plan.

#### METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like most states, has established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind accountability system.

#### RESULTS

For the 2015-16 school year Hyde was in Good Standing.

#### EVALUATION

Hyde met this accountability goal.

#### ADDITIONAL EVIDENCE

Hyde has been in good standing for each year of the current charter term.

NCLB Status by Year

Year	Status
2013-14	Good standing
2014-15	Good standing
2015-16	Good standing
2016-17	N/A*

\*New York State has not yet determined the school's NCLB status for 2016-17.

## GOAL 6: HIGH SCHOOL GRADUATION

### Goal 6: High School Graduation

Hyde Leadership Charter School high school students will obtain high school degrees within four years.

#### Goal 6: Absolute Measure

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 credits are needed for graduation) or five credits (if 22 credits are needed for graduation) each year.

#### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

In our mission, as a college-preparatory school, Hyde Leadership Charter School expects its students to exceed minimum state promotion and high school graduation requirements, which are listed below:

- One credit is earned per semester for each completed full-time course that receives a passing grade of 65 or higher.
- 44 Credits are needed for a New York State diploma.
- A specific amount of credits is needed in each subject area (see chart below).
- Passing 5 core Regents exams (65 or higher) is required for a diploma.

#### Promotion Criteria:

- 10th Grade = 8 Credits
- 11th Grade = 20 Credits (4 in Eng., 4 in Soc. Studies)
- 12th Grade = 30 Credits

SUBJECT	CREDITS	Required Regents Exams for Graduation	Additional Regents Exams Required for an Advanced Regents Diploma
ENGLISH	8	English Language Arts (Common Core)	



<b>MATHEMATICS</b>	<b>6*</b>	<b>Algebra I (Common Core)</b>	<b>Geometry <i>and</i> Algebra II (Common Core)</b>
<b>SCIENCE</b>	<b>6</b>	<b>Living Environment</b>	<b>Chemistry <i>or</i> Physics <i>or</i> Earth Science</b>
<b>SOCIAL STUDIES</b>	<b>8</b>	<b>Global History &amp; Geography U.S. History &amp; Government</b>	
<b>HEALTH</b>	<b>1</b>		
<b>THE ARTS</b>	<b>2*</b>		
<b>FOREIGN LANGUAGE</b>	<b>2*</b>		<b>LOTE Exam + 6 Language Credits</b>
<b>PHYS. ED.</b>	<b>4</b>		
<b>ELECTIVES</b>	<b>7</b>		
	<b>TOTAL: 44</b>	<b>TOTAL: 5</b>	<b>TOTAL: 9</b>

## RESULTS

70% of Hyde students in their first year in the Total Graduation Cohort earned at least ten credits in 2016-17. 58% of Hyde students in their second year in the Total Graduation Cohort earned at least ten credits in 2016-17.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2016-17

Cohort Designation	Number in Cohort	Percent promoted
2015	65	70%
2016	73	58%

## EVALUATION

Hyde Leadership Charter School did not meet the accountability measure stipulating that 75 percent of students enrolled in at their first or second year will earn at least ten credits. However, we believe that recent investments in our high school program and the Action Plan to be implemented starting in the current school year (which follows later in this section) will enable us to meet this goal during the next charter term. Please refer to the “Proposed Educational Plan” section of the Renewal Application for additional details on our high school academic program.

### Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

#### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort.

#### RESULTS

In August of 2017, the 2015 cohort will have completed its second year and taken Regents exams. 82% of students in the 2015 Total Graduation Cohort have scored at least 65 on at least three different New York State Regents exams required for graduation. Overall, greater than 75% of the 2013, 2014, and 2015 Total Graduation Cohorts have all passed at least three Regents exams, as the following table indicates.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2013*	57	90%
2014*	68	96%
2015	65	82%

\*The numbers for the 2013 and 2014 cohorts reflect the percent of students who have passed at least three Regents as of June 30, 2017.

#### EVALUATION

Hyde met this goal. The percentage of students passing at least three Regents exams by the end of their second year exceeded the target by seven percentage points.

### Goal 6: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

## METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2013 cohort and graduated four years later and those who entered as members of the 2012 cohort and graduated five years later. At a minimum, these students have passed five Regents exams required for high school graduation in English language arts, mathematics, science, U.S. History and Global History or met the requirements for the 4+1 pathway to graduation.<sup>22</sup> Students have through the summer at the end of their fourth year to complete graduation requirements. Hyde's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

## RESULTS

In 2016-17, 83% of Hyde's four-year Total Graduation Cohort graduated, and 100% of Hyde's five-year Total Graduation Cohort graduated. The following tables indicate that this measure was achieved during the current charter term.

Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2011	68	94%
2012	62	95%
2013	57	83%

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2010	59	98%
2011	68	96%
2012	62	100%

## EVALUATION

Hyde met this goal for the four-year and five-year graduation cohort in each of the last three years. Over the last three years, the four-year graduation rate for Hyde's fourth year high school Total Graduation Cohort has exceeded the target of 75% by between eight and twenty percentage points.

### Goal 6: Comparative Measure

<sup>22</sup> The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

## METHOD

Hyde compares the graduation rate of students completing their fourth year in the Total Graduation Cohort to that of the respective cohort of students in the school district of comparison<sup>23</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

## RESULTS

The percentage of students in Hyde's high school Total Cohort graduating after the completion of their fourth year exceeded the District 8 Total Cohort by fifty-one percentage points for the 2011 cohort and forty-five percentage points for the 2012 cohort. NYSED has not yet published data for District 8's 2013 cohort.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	Hyde		District 8	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2011	68	94%	2,075	43%
2012	62	95%	1,906	50%
2013	57	83%	N/A*	N/A*

\*High school graduation rates for the 2013 Total Cohort had not been published on data.nysed.gov at the time that this report was submitted.

## EVALUATION

Hyde significantly surpassed Community District 8's graduation rate for the 2011 and 2012 cohorts. Although NYSED has not yet published data for District 8's 2013 cohort, we are confident that our 2013 Total Cohort also surpassed the graduation rate for District 8.

It is worth noting that though this is but one APPR measure, we believe that our success in graduating students from high school and the college enrollment and matriculation rates of our graduates (described later in this section) are compelling evidence of the overall effectiveness of Hyde's K-12 program.

## ADDITIONAL EVIDENCE

The percentage of Hyde high school students graduating with an Advanced Regents Diploma has significantly exceeded the very low rate for Community District 8. In addition,

<sup>23</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

the percentage of Hyde students graduating with an Advanced Regents Diploma has increased in each of the last three years. We believe this positive trajectory reflects the significant investments and improvements we have made in our academic model and student supports, and that it is likely to accelerate in the future. The following table compares our graduate advanced diploma data with that of our host district's.

#### Graduate in With Advanced Diploma in Four Years Compared to the District

Cohort Designation	Hyde		District 8	
	Number in Total Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2011	68	16%	2,075	2%
2012	62	19%	1,906	2%
2013	57	28%	N/A*	N/A*

\*High school graduation rates for the 2013 Total Cohort had not been published on data.nysed.gov at the time that this report was submitted.

The preceding table strongly suggests that Hyde is one of the very few public options for students and families seeking a rigorous, college-preparatory course of study in Community District 8.

#### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In 2016-17, Hyde achieved three out of the four possible measures for evaluation, as summarized by the following chart.


Type	Measure	Outcome
Absolute	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	NOT MET
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	MET
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	MET
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	MET

Below we outline an action plan that is being implemented during the current school year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

## ACTION PLAN

Our graduation results have been consistently strong, with an average graduation rate of over 90% since our first graduating class. Our plan for the 2017-2018 school year is to continue to implement practices proven to be successful, including but not limited to the following:

- **Work with students and families to track progress towards graduation:** The high school leadership team has developed a team-based approach to tracking and supporting student progress towards graduation. Various members of the leadership team, including the High School Director, Director of Academic Programs, Dean of Instruction, and Director of College Counseling and Post-Secondary Success, regularly meet with students to review accrued and outstanding credits and develop action plans in response to performance. The High School Director initially meets with parents/guardians and students whose graduation is in doubt in the second semester of the students' junior year. During the summer preceding senior year, the High School Director again formally meets with students and their families to review Diploma Requirements Worksheets, which detail credit and Regents requirements, in addition to student transcripts. Follow-up quarterly meetings take place to review progress throughout senior year and to revise students' graduation plans and timelines if needed.
- **Senior Evaluation Process:** All Hyde students are held to the rigorous academic graduation standards listed above. In addition, all graduating students participate in The Senior Evaluation Process, which is part of our unique Character Education program. The Senior Evaluation Process begins with a senior retreat after the first semester of senior year, which is followed by a series of self-discovery seminars during a college prep course. Senior Evaluations are a final, intentional experience to elicit feedback about each student's unique potential. Students are given the opportunity to share and receive feedback from faculty and classmates, and are asked to identify their standards of personal excellence. Ultimately, students select their Hyde Character graduation designation (Diploma, Certificate, or Document). This conscience-driven process draws on Hyde's Five Words and Principles and requires students to hold themselves and each other accountable for meeting graduation requirements, achieving personal standards of excellence, and realizing post-secondary goals.
- **Summer School Program:** During the summers preceding and following senior year, Hyde students who have failed required courses for graduation are offered small group and individual support in our summer school program, and an



opportunity to re-take and pass required courses. The online platform used includes tools which allow students to track their progress in assigned courses.

## GOAL 7: COLLEGE PREPARATION

### Goal 7: College Preparation

Hyde Leadership Charter School students will enroll in and succeed at college.

#### Goal 7: Comparative Measure

Each year, the average performance of students in the 10<sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

#### METHOD

This measure tracks student performance on one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1,600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. School averages are compared to the New York State average for all 10<sup>th</sup> grade (sophomore) test takers in the given year.

#### RESULTS

In 2016-17, the average performance of Hyde students in 10<sup>th</sup> grade was higher than the state average.

10<sup>th</sup> Grade PSAT Performance by School Year

School Year	Number of Students in the 10 <sup>th</sup> Grade**	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2014-15	61*	71	37	40	38	42
2015-16	83*	82	408	453	417	460
2016-17	76*	60	470	445	464	450

\*The numbers above may look incongruous; for example, it may appear that more students took the test than were enrolled, or that a large number of students opted out of the test in SY 2016-17. At Hyde, we expect all students to take the exams required to prepare for, apply to, and enroll in college, and we support their success on these exams. The apparent disconnect in these numbers reflects the difference between the ATS records based on Credit accumulation at the time the DOE pulls records from ATS and students' placement in



Accountability Cohorts at the moment in their high school trajectory when they actually take (or should be taking) the exams.

## EVALUATION

We met this performance target in 2016-17 in both Reading and Math after not doing so previously. Hyde students' average score in both performance categories has increased substantially since 2014-15 in comparison to New York State. We believe these improvements are a product of substantial investments and improvements that we have made to our academic program and student supports during the previous charter term and are likely to accelerate into the future.

### Goal 7: Comparative Measure

Each year, the average performance of students in the 12<sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

## METHOD

This measure tracks student performance on one of the most commonly used high school college prep assessments. The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2,400 as the highest possible score. Students may choose to take the test multiple times during the year; therefore, the school only reports a student's highest score. The school compares performance averages with the New York State average for all 12<sup>th</sup> grade test takers in any given year.

## RESULTS

For each of the last three school years, as indicated by the following table, the average performance of Hyde students in 12<sup>th</sup> grade was lower than the state average. We have narrowed the gap between our performance and statewide averages during the current charter term, but must continue to address measure during the next charter term.

12<sup>th</sup> Grade SAT Performance by School Year

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			Hyde	New York State	Hyde	New York State
2014-15	68*	59	422	489	422	502
2015-16	62*	56	428	482	420	495
2016-17	57*	49	488	530	468	528

\*The numbers above may look incongruous; for example, it may appear that more students took the test than were enrolled, or that many students opted out of the test. At Hyde, we expect all students to take the exams required to prepare for, apply to, and enroll in college, and we support their success on these exams. The apparent disconnect in these numbers reflects the difference between the ATS records based on Credit accumulation at the time the DOE pulls records from ATS and students' placement in Accountability Cohorts at the moment in their high school trajectory when they should be taking these exams.

## EVALUATION

We have not met this performance target during the current charter term. However, Hyde students' average score in both Reading and math has increased substantially since 2014-15, reducing the gap between our students and all NYS student by twenty-five points in Reading and twenty points in math. We believe these improvements are a product of substantial investments that we have made to our academic program and supports over the previous charter term and are likely to accelerate into the future as we continue to improve our program.

### Goal 7: Comparative

The percent of graduating students that meets the state's aspirational performance measure ("APM"), currently defined as the percentage of students in a cohort who graduate with a score meeting the college and career readiness standard on a math Regents exam AND an English Regents exam, will exceed the statewide average.

## METHOD

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score meeting the college and career readiness standard on a math Regents exam and on an English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with scores below the college and career readiness standard – are likely to require remediation in college.

## RESULTS

46% of Hyde's graduating students in the 2013 cohort met the state's aspirational performance measure ("APM").

### Percent of Graduates Meeting the Aspirational Performance Measure<sup>24</sup>

<sup>24</sup> Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

Cohort	Hyde	Statewide <sup>25</sup>
2010	26%	38%
2011	34%	40%
2012	29%	N/A
2013	46%	N/A

## EVALUATION

Hyde did not meet this accountability measure for the 2011 cohort, the most recent year for which comparable statewide data is publicly available. However, 46% of Hyde’s graduating students in the 2013 cohort met the state’s aspirational performance measure (“APM”); this is higher than the most recent published results from NYS, which were 40%.

## ADDITIONAL EVIDENCE

The percentage of Hyde graduates meeting the state’s aspirational performance measure significantly exceeds the percentage for our host district, District 8. For the 2010 cohort, the most recent for which results are publicly available, Hyde’s results were more than triple that of District 8.

### Percent of Graduates Meeting the Aspirational Performance Measure<sup>26</sup>

Cohort	Hyde	District 8
2010	26%	7%
2011	34%	N/A
2012	29%	N/A
2013	46%	N/A

## Goal 7: Comparative

The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the district of comparison.

## METHOD

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement: the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

<sup>25</sup> Statewide results for the 2013 cohort are not yet available.

<sup>26</sup> Schools can retrieve state level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

## RESULTS

The percentage of Hyde students graduating with an Advanced Regents Diploma has significantly exceeded the very low rate for District 8. In addition, the percentage of Hyde students graduating with an Advanced Regents Diploma has increased in each of the last three years. We believe this positive trajectory reflects the significant investments and improvements we have made within our academic model and student supports, and that it is likely to accelerate in the future.

### Percent of Graduates with a Regents Diploma with Advanced Designation<sup>27</sup>

Cohort	Hyde	District 8 <sup>28</sup>
2011	16%	2%
2012	19%	2%
2013	28%	N/A

## EVALUATION

The data contained in the table above indicate that Hyde is one of the very few public options for students and families seeking a rigorous, college-preparatory course of study in District 8.

### Goal 7: Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (“AP”) exam, a College Level Examination Program (“CLEP”) exam, or a college level course.

## METHOD

This measure combines the results received from the College Board indicating the number of students passing an Advanced Placement (“AP”) exam. The College Board publishes the results of these exams which we track and include on our high school transcripts. This measure also includes the number of Hyde students completing a college level course. Hyde students have enrolled in college credit earning courses through CollegeNow and Project Jumpstart. Hyde receives certification from the college on successful completion of the course.

## RESULTS

In 2016-17, 52% of graduating students passed the equivalent of a college level course.

### Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent
--------	---------------------	--------------------------------

<sup>27</sup> Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>28</sup> District results for the 2013 cohort are not yet available.

		OF a College Level Course <sup>29</sup>
2011	64	22%
2012	59	63%
2013	48	52%

## EVALUATION

While we have not yet met the goal of 75% of cohort students passing an AP examination with a 3, 4, or 5 or successfully completing a college course, we have made significant progress over the last three years, with our results more than doubling since 2011.

Enrollment in CollegeNow and AP courses for the 2017-18 school year also show a strong increase from the previous year.

We have also expanded access to AP classes continually over the last four years, as the below list of available AP courses indicates:

- 2014-2015: English Literature & U.S. History
- 2015-2016: English Literature, U.S. History, Spanish Language & Culture, & Calculus AB
- 2016-2017: English Literature, U.S. History, Spanish Language & Culture, Calculus AB, World History, & AP Computer Science Principles
- 2017-2018: English Literature, U.S. History, Spanish Language & Culture, Statistics\*, World History, & AP Computer Science Principles

\*Based on data, we chose to partner with Lehman College in order to offer college level Calculus for students who are ready for that level of advanced mathematics. This allowed us to offer AP Statistics as an additional math college-level math option.

### Goal 7: Absolute

Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

## METHOD

Hyde has implemented robust systems to gather, analyze, and act upon our graduated students' college matriculation and persistence data. The charts on the next page reflect the percentage of students enrolled in college at any time during their first year after high school.

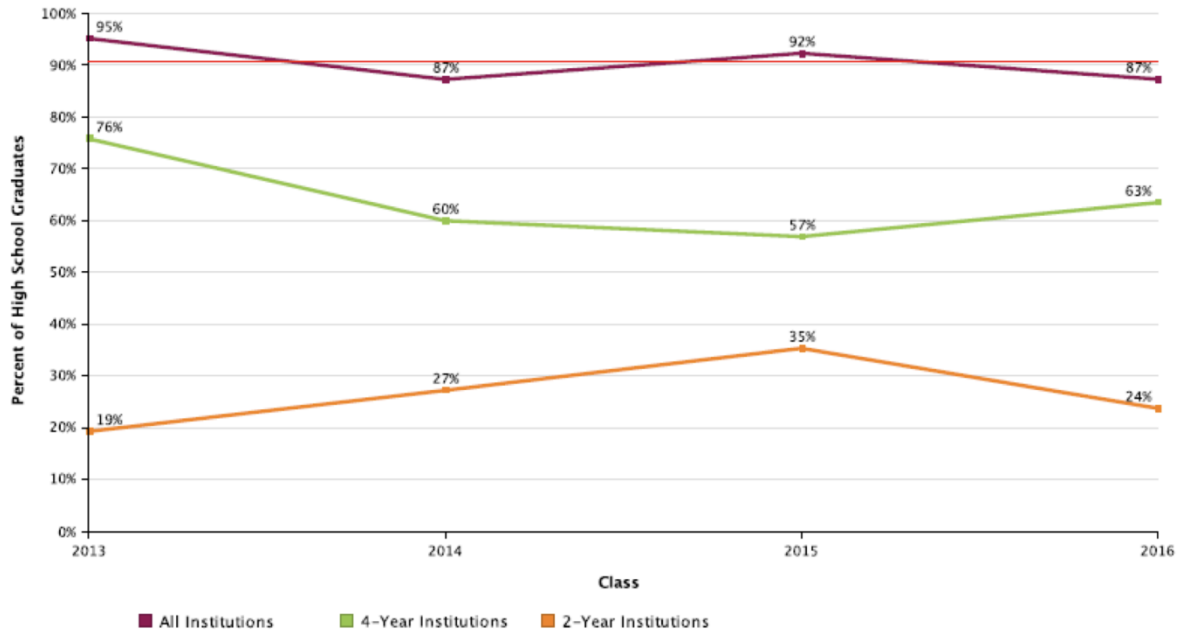
## RESULTS

Over the last four years, an average of 91% of Hyde students have matriculated in college in the year after graduation.

<sup>29</sup> AP exam, CLEP exam, or a college level course.

### Percent of Students Enrolled in College at Any Time During the First Year After High School by Institutional Level

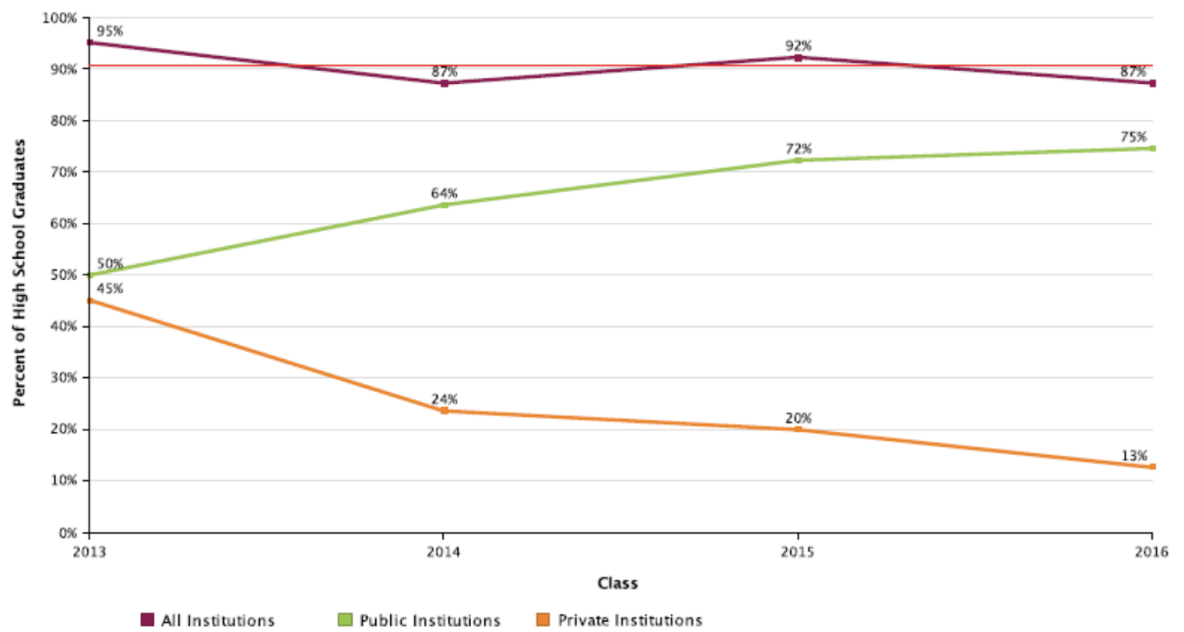
Effective Date = August 15, 2017



AVG = 91%

### Percent of Students Enrolled in College at Any Time During the First Year After High School by Institutional Type

Effective Date = August 15, 2017



AVG = 91%

## EVALUATION

The school met this goal for each of the last four years. Our alumni have a consistent track record of success in college matriculation, which we expect will continue over the course of the upcoming charter term.

## ADDITIONAL EVIDENCE

The below table describes the college completion results for the 2013 high school graduation cohort, the first of our graduating classes. After four years, 40% of Hyde graduates have attained a college degree, including 24% that have attained a Bachelors' Degree.

**Four-year Graduation Rate for the 2013 Cohort**

Category	# of students	Percentage
Students Completing Year 4	28 students	49%
Students Degree Attainment after Year 4	25 students	40%
Bachelors' Degree Attainment after Year 4	15 students	24%
Associate Degree Attainment after Year 4	10 students	16%

## SUMMARY OF THE COLLEGE PREPARATION GOAL

In 2016-17, Hyde achieved three out of the six possible measures for evaluation, as the following table summarizes.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 <sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	MET
Comparative	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	NOT MET
Comparative	The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	NOT MET
Comparative	The percentage of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the	MET

	district of comparison.	
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	NOT MET
Absolute	Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	MET

Hyde is determined to achieve all college-related measures. Below we have outlined an action plan to implement starting in the current school year to ensure we do so. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

## ACTION PLAN

Beginning in the 2015-2016 school-year, Hyde shifted to a team-based approach to providing support for college access and success. Prior to this shift, our structure included one Manager of Alumni Affairs and one College Counselor. The team has evolved to include a Director of College Counseling and Postsecondary Success, two College Counselors, a Director of Family Education and Postsecondary Success, and a Dean of Students and Alumni Affairs. The Director of College Counseling and Postsecondary Success supervises the college office team and is involved with all facets of college access and success. Our College Counselors focus on access to college and financial aid, working closely with students and families to find the right fit.

The 2016-17 school year concluded with 100% of our graduates being accepted into college and the celebration of our first college graduates -- 40% of our first graduating class earned a college degree in four years or less. Hyde has been able to support graduates pursuing college degrees through counseling and advisory services, resource sharing, financial planning, intervention support, transfer services, skill-development and career-readiness events, school visits, and data analysis. In addition, the College Access team has helped the school stay in frequent communication with college-enrolled Hyde-Bronx graduates, whose perspective and feedback has been invaluable to the further development of our K-12 academic program.

The access and success programs have already begun to roll out initiatives for the 2017-18 school year to supports students' transition to college and persistence after matriculation. We will be enhancing our partnership with GetSchooled and Khan Academy to provide on-the-go support for students through mobile apps. We are also extremely excited about the prospect of establishing deeper partnerships with Manhattanville Summer Literacy Institute, St. Joseph's summer immersion, and the Verizon Innovative Learning Design Thinking




Program. Finally, we are excited to support our Alumni through the distribution of micro-grants, financial aid support, and new career placement opportunities.

The following are the college preparatory areas of focus:

- **PSAT and SAT:** The school has recently spiraled SAT instruction into our English III & IV curriculum, Rhetoric & Composition curriculum, and all Math curriculum. In addition, all high school students now have the opportunity to review scoring metrics in a school meeting as a cohort, meet with counselors one-to-one, sign-up for KHAN Academy SAT prep, and use the SAT school day results to correlate to college admissions profiles through Naviance. Students also have the option to attend SAT preparation sessions offered twice a week after school and/or twice a week over the summer. All students are provided SAT study guides and can request a college board SAT book free of cost. We believe that scores will continue to increase and eventually surpass the State average as our College Access program takes root over time.
- **College Readiness:** Hyde's requirement that our 8th graders take three Regents courses improves our students' college readiness by providing more students the opportunity to eventually take advanced Regents and Advanced Placement courses. Results during the current charter term, and especially for SY 2016-17, show a constant increase in college readiness as defined by the passing of the English Regents with a score of 75 or higher and a Math Regents with a score of 80 or higher on algebra or score of 75 on Geometry, Algebra II/Trigonometry, or Algebra II. We believe that as the students first exposed to this more rigorous standard age into 12<sup>th</sup> grade and begin applying to college, their results will be superior to earlier cohorts who did not begin accumulating Regents credits until 9<sup>th</sup> grade.
- **Advanced Placement and College Credit:** In tandem with students' pursuit of an Advanced Regents Diploma, many students take on the challenge of Advanced Placement coursework. Roughly 40% of senior students have been enrolled in at least one AP course with the option of taking up to six courses as of 2016-17 school year.

Over the upcoming term, we also plan to expand our students' opportunities to enroll in college courses at nearby colleges and universities. In the past year, over 50% of our graduates enrolled in college courses at the City University of New York, including Hostos Community College, Baruch College, Lehman College or Monroe College. Enrollment in college courses is contingent on students attaining a score of 75 or higher on the English Regents. In order to expand access to these courses, we will begin preparing students earlier for the Regents exam to provide multiple opportunities to attain the college ready score and enroll in college courses beginning in their junior year.

- 
- **College Matriculation:** We also plan to use data to refine and improve our supports for students who have matriculated in college. 90% percent or more of Hyde graduates have gone on to enroll in two- or four-year colleges since our first graduating class in 2013. The College Access team works diligently to support students in their first year of college with scheduling, financial aid, transfer applications, re-engagement, and quarterly check-ins. Our internal goals center around maintaining a college persistence rate of 75% from year one to two and 50% of students attaining a degree within six years of high school graduation. The College Access team meets weekly to plan targeted outreach, allocate micro-grants, monitor national clearinghouse data, plan transition and financial aid events, and update student contact database.



# Entry 4 Expenditures per Child

Created: 07/17/2017 • Last updated: 07/24/2017

## Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

### 1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2016-17 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

**Note:** The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	18017988
Line 2: Year End FTE student enrollment	948
Line 3: Divide Line 1 by Line 2	19006

## 2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2016-17 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

### Notes:

**The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:**

**<http://www.p12.nysed.gov/psc/AuditGuide.html>.**

**Employee benefit costs or expenditures should not be reported in the above calculations.**

Line 1: Relevant Personnel Services Cost (Row)	1203902
Line 2: Management and General Cost (Column)	638043
Line 3: Sum of Line 1 and Line 2	1841945
Line 5: Divide Line 3 by the Year End FTE student enrollment	1943

**Thank you.**

# New York State Education Department

## Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

### 2017-18 Budget & Cash Flow Template

#### General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in <b>BLUE</b>
2	Enter information into the <b>GRAY</b> cells
3	Cells containing <b>RED</b> triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at <a href="https://stateaid.nysed.gov/charter/">https://stateaid.nysed.gov/charter/</a> . Rows may be inserted in the worksheet to accommodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

<Enter School Name Here>

**PROJECTED BUDGET FOR 2017-2018**

**July 1, 2017 to June 30, 2018**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	14,027,189	3,222,273	646,924	362,876	143,418	18,402,680
Total Expenses	13,347,566	1,580,338	739,247	5,666	3,235,538	18,868,355
Net Income	679,623	1,641,935	(92,323)	357,210	(3,092,120)	(465,675)
Actual Student Enrollment	747	213				
Total Paid Student Enrollment	-	-				

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
-------------------	-------------------	-------	-------------	----------------------	-------

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

District of Location

\$14,527.00

- School District 2 (Enter Name)
- School District 3 (Enter Name)
- School District 4 (Enter Name)
- School District 5 (Enter Name)

13,945,920	3,063,415	-	-	-	17,009,335
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
<b>13,945,920</b>	<b>3,063,415</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>17,009,335</b>

Special Education Revenue

-	-	-	-	-	-
---	---	---	---	---	---

Grants

Stimulus

-	-	-	-	-	-
---	---	---	---	---	---

Other

-	-	-	-	-	-
---	---	---	---	---	---

Other State Revenue

70,309	-	-	-	-	70,309
--------	---	---	---	---	--------

**TOTAL REVENUE FROM STATE SOURCES**

<b>14,016,229</b>	<b>3,063,415</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>17,079,644</b>
-------------------	------------------	----------	----------	----------	-------------------

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs

-	158,858	-	-	-	158,858
---	---------	---	---	---	---------

Title I

-	-	584,987	-	-	584,987
---	---	---------	---	---	---------

Title Funding - Other

-	-	15,989	-	-	15,989
---	---	--------	---	---	--------

School Food Service (Free Lunch)

-	-	-	-	-	-
---	---	---	---	---	---

Grants

Charter School Program (CSP) Planning & Implementation

-	-	-	-	-	-
---	---	---	---	---	---

Other

-	-	-	-	-	-
---	---	---	---	---	---

Other Federal Revenue

-	-	-	-	-	-
---	---	---	---	---	---

**TOTAL REVENUE FROM FEDERAL SOURCES**

<b>-</b>	<b>158,858</b>	<b>600,976</b>	<b>-</b>	<b>-</b>	<b>759,834</b>
----------	----------------	----------------	----------	----------	----------------

**LOCAL and OTHER REVENUE**

Contributions and Donations, Fundraising

-	-	-	362,876	-	362,876
---	---	---	---------	---	---------

Erate Reimbursement

-	-	-	-	81,090	81,090
---	---	---	---	--------	--------

Interest Income, Earnings on Investments,

-	-	-	-	62,328	62,328
---	---	---	---	--------	--------

NYC-DYCD (Department of Youth and Community Developmt.)

-	-	-	-	-	-
---	---	---	---	---	---

Food Service (Income from meals)

10,960	-	-	-	-	10,960
--------	---	---	---	---	--------

Text Book

-	-	-	-	-	-
---	---	---	---	---	---

Other Local Revenue

-	-	45,949	-	-	45,949
---	---	--------	---	---	--------

**TOTAL REVENUE FROM LOCAL and OTHER SOURCES**

<b>10,960</b>	<b>-</b>	<b>45,949</b>	<b>362,876</b>	<b>143,418</b>	<b>563,203</b>
---------------	----------	---------------	----------------	----------------	----------------

**TOTAL REVENUE**

<b>14,027,189</b>	<b>3,222,273</b>	<b>646,924</b>	<b>362,876</b>	<b>143,418</b>	<b>18,402,680</b>
-------------------	------------------	----------------	----------------	----------------	-------------------

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

No. of Positions

Executive Management

2.00

-	-	-	-	391,900	391,900
---	---	---	---	---------	---------

Instructional Management

8.00

760,800	111,800	-	-	94,800	967,400
---------	---------	---	---	--------	---------

<Enter School Name Here>

**PROJECTED BUDGET FOR 2017-2018**

**July 1, 2017 to June 30, 2018**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	14,027,189	3,222,273	646,924	362,876	143,418	18,402,680
Total Expenses	13,347,566	1,580,338	739,247	5,666	3,235,538	18,868,355
Net Income	679,623	1,641,935	(92,323)	357,210	(3,092,120)	(465,675)
Actual Student Enrollment	747	213				
Total Paid Student Enrollment	-	-				

PROGRAM SERVICES

SUPPORT SERVICES

		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Deans, Directors & Coordinators	15.00	1,309,300	48,598	-	-	-	1,357,898
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	105,000	105,000
Administrative Staff	17.00	71,650	31,650	-	-	825,949	929,249
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>43</b>	<b>2,181,750</b>	<b>192,048</b>	<b>-</b>	<b>-</b>	<b>1,417,649</b>	<b>3,751,448</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	66.00	3,754,653	-	584,987	-	-	4,339,640
Teachers - SPED	16.00	-	1,064,244	15,989	-	-	1,080,233
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	1.00	18,815	-	-	-	-	18,815
Specialty Teachers	17.00	1,196,950	-	-	-	-	1,196,950
Aides	-	-	-	-	-	-	-
Therapists & Counselors	6.00	407,000	-	-	-	-	407,000
Other	7.00	96,118	-	-	-	-	96,118
<b>TOTAL INSTRUCTIONAL</b>	<b>113</b>	<b>5,473,537</b>	<b>1,064,244</b>	<b>600,976</b>	<b>-</b>	<b>-</b>	<b>7,138,757</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	-	-	-	-	-	-
Librarian	1.00	85,000	-	-	-	-	85,000
Custodian	3.00	-	-	-	-	145,553	145,553
Security	-	-	-	-	-	-	-
Other	7.00	165,431	-	-	-	257,600	423,031
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>11</b>	<b>250,431</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>403,153</b>	<b>653,584</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>167</b>	<b>7,905,718</b>	<b>1,256,293</b>	<b>600,976</b>	<b>-</b>	<b>1,820,803</b>	<b>11,543,789</b>
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	604,788	96,106	45,975	-	129,291	876,160
Fringe / Employee Benefits	-	956,671	152,024	72,724	-	220,335	1,401,755
Retirement / Pension	-	257,474	40,915	19,573	-	60,097	378,059
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>1,818,933</b>	<b>289,046</b>	<b>138,271</b>	<b>-</b>	<b>409,724</b>	<b>2,655,974</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>-</b>	<b>9,724,651</b>	<b>1,545,338</b>	<b>739,247</b>	<b>-</b>	<b>2,230,527</b>	<b>14,199,763</b>
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	-	-	-	-	45,000	45,000
Legal	-	-	-	-	-	13,362	13,362
Management Company Fee	-	-	-	-	-	61,800	61,800
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	3,585	-	-	-	-	3,585
Payroll Services	-	-	-	-	-	182,088	182,088
Special Ed Services	-	-	-	-	-	-	-
Titelment Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	369,575	-	-	-	-	369,575

<Enter School Name Here>

**PROJECTED BUDGET FOR 2017-2018**

**July 1, 2017 to June 30, 2018**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	14,027,189	3,222,273	646,924	362,876	143,418	18,402,680
Total Expenses	13,347,566	1,580,338	739,247	5,666	3,235,538	18,868,355
Net Income	679,623	1,641,935	(92,323)	357,210	(3,092,120)	(465,675)
Actual Student Enrollment	747	213				
Total Paid Student Enrollment	-	-				

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
<b>TOTAL CONTRACTED SERVICES</b>	373,160	-	-	-	302,250	675,410
<b>SCHOOL OPERATIONS</b>						
Board Expenses	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	72,202	35,000	-	-	-	107,202
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	137,097	-	-	-	-	137,097
Supplies & Materials other	15,221	-	-	-	-	15,221
Equipment / Furniture	15,015	-	-	-	-	15,015
Telephone	92,577	-	-	-	-	92,577
Technology	76,897	-	-	-	-	76,897
Student Testing & Assessment	59,818	-	-	-	-	59,818
Field Trips	25,490	-	-	-	-	25,490
Transportation (student)	-	-	-	-	-	-
Student Services - other	293,297	-	-	-	-	293,297
Office Expense	-	-	-	-	137,513	137,513
Staff Development	273,638	-	-	-	-	273,638
Staff Recruitment	-	-	-	-	76,905	76,905
Student Recruitment / Marketing	-	-	-	-	-	-
School Meals / Lunch	57,496	-	-	-	-	57,496
Travel (Staff)	4,149	-	-	-	-	4,149
Fundraising	-	-	-	5,666	-	5,666
Other	42,089	-	-	-	-	42,089
<b>TOTAL SCHOOL OPERATIONS</b>	<b>1,164,986</b>	<b>35,000</b>	<b>-</b>	<b>5,666</b>	<b>214,418</b>	<b>1,420,071</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	-	-	-	-	67,703	67,703
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	1,861,969	-	-	-	-	1,861,969
Repairs & Maintenance	54,867	-	-	-	-	54,867
Equipment / Furniture	-	-	-	-	10,709	10,709
Security	57,665	-	-	-	-	57,665
Utilities	110,266	-	-	-	-	110,266
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>2,084,768</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>78,411</b>	<b>2,163,179</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	409,932	409,932
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>13,347,566</b>	<b>1,580,338</b>	<b>739,247</b>	<b>5,666</b>	<b>3,235,538</b>	<b>18,868,355</b>
<b>NET INCOME</b>	<b>679,623</b>	<b>1,641,935</b>	<b>(92,323)</b>	<b>357,210</b>	<b>(3,092,120)</b>	<b>(465,675)</b>

ENROLLMENT - \*School Districts Are Linked To Above Entries\*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	747	213	960
School District 2 (Enter Name)			-



<Enter School Name Here>

**PROJECTED BUDGET FOR 2017-2018**

**July 1, 2017 to June 30, 2018**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	14,027,189	3,222,273	646,924	362,876	143,418	18,402,680
Total Expenses	13,347,566	1,580,338	739,247	5,666	3,235,538	18,868,355
Net Income	679,623	1,641,935	(92,323)	357,210	(3,092,120)	(465,675)
Actual Student Enrollment	747	213				-
Total Paid Student Enrollment	-	-				-

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
School District 3 (Enter Name)			-			
School District 4 (Enter Name)			-			
School District 5 (Enter Name)			-			
<b>TOTAL ENROLLMENT</b>	<b>747</b>	<b>213</b>	<b>960</b>			
<b>REVENUE PER PUPIL</b>	<b>18,778</b>	<b>15,128</b>	<b>674</b>			
<b>EXPENSES PER PUPIL</b>	<b>17,868</b>	<b>7,419</b>	<b>770</b>			



**Assumptions**

**DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable**




Dean of Students, Data Coordinator, Director of College Counseling, Director of Family Support, Director of Family Education

Director of Operations

Bookkeeper, Manager of Student Records & Data, Controller, HR Manager, Director of Recruiting, Executive Assistant, Office Coordinator


Guidance Counselor, College Counselor

Bus Matron


Operations Assistant, Building Manager

Kitchen Assistant, Lunch Supervisor, IT


FICA, SUI, etc.

Worker's Compensation, Health Insurance

403b


Auditor Fees




Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

HERBERT B. FIXLER

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

HYDE LEADERSHIP CHARTER SCHOOL

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). CHAIR

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<u>NONE</u>			

Please write "None" if applicable. Do not leave this space blank.

NONE

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 2em;">NONE</p>				

HO Gylh 7/24/17  
 Signature Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

Business Telephone: 212. 297. 2670

Business Address: 277 PARK NY NY 10172

E-mail Address: HFIXLER@COZEN.COM

Home Telephone: 212 753-9430

Home Address: 415 E. 52<sup>ND</sup> ST. NY NY 10022

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

HERBERT M. KAPLAN

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

HYDE LEADERSHIP CHARTER SCHOOL

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Secretary of Board

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself





**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

Maureen Singer

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Hyde Leadership Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Chair of Finance Committee

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

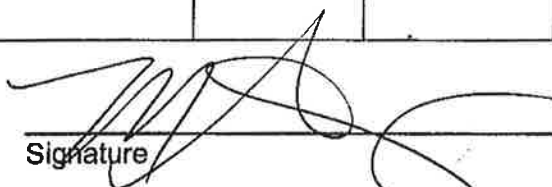
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
N	O	N	E	

Signature  Date 7/31/17

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 203-930-3840

Business Address: 100 W. Putnam Ave. Greenwich, CT

E-mail Address: maureen.singer@gmail.com

Home Telephone: 914-841-1245

Home Address: 24 5th Ave #1229 NY NY 10011

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

TOMY STOUPAS

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

MIDE LEADERSHIP CHARTER SCHOOL

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). BOARD OF TRUSTEES

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.	"NONE"		
---	--------	--	--

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
	"NONE"			


7/24/17  
 \_\_\_\_\_  
 Signature Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** 212 553 4341

**Business Address:** MOODY'S CORPORATION, 1 WORLD TRADE CENTER, NEW YORK, NY 10007

**E-mail Address:** TGSTOUPAS@GMAIL.COM

**Home Telephone:** 203 656 3058

**Home Address:** 16 TALMADGE HILL ROAD, DARLEN CT.

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name: *Ruth Jarmul*

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

*Hyde Leadership Charter School*

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). *Member of Development and Communications Committees of Board of Trustees of Hyde Leadership Charter School*

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

None	<i>Please write "None" if applicable. Do not leave this space blank.</i>		
------	--	--	--

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Ruth Jarmul Signature 7/24/17 Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

Business Telephone: N/A

Business Address: N/A

E-mail Address: rjarmul@gmail.com

Home Telephone: 917-601-3653

Home Address: 211 Central Park West, # 7K, NY, NY 10024

**Disclosure of Financial Interest by a Current or Proposed Charter School  
Education Corporation Trustee**

Trustee Name: Jeanette McFarber

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Hyde Leadership Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Parent, Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

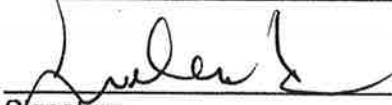
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself



Please write "None" if applicable. Do not leave this space blank.

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
None	None	None	None	


7/24/17  
 Signature Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** 718-589-2440 ext 5106  
**Business Address:** 1057 Southern Blvd OX, NY 10459  
**E-mail Address:** JeanetteMelendez243@gmail.com  
**Home Telephone:** 917-645-5621  
**Home Address:** 100 Erdman Place #236 OX NY 10475

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

**Trustee Name:**

Richard Romanoff

**Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):**

Hyde Leadership Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).     Trustee
  
2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes    No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 Yes    No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank. NONE			
---	--	--	--

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
		NONE		

Signature

Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** 718-842-0700

**Business Address:** Nebraskaland, 355 Food Center Drive, Bronx NY 10474

**E-mail Address:** richard@omnifs.com

**Home Telephone:** 914-393-8422

**Home Address:** 10 Coventry CT Purchase NY 10577

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

Dennis Melzel

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Hyde Leadership Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.

NONE

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 4em;">NONE</p>				

[Signature]

Signature \_\_\_\_\_ Date 7-24-17

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** 973 747 9137

**Business Address:** \_\_\_\_\_

**E-mail Address:** ddm@possum.com

**Home Telephone:** \_\_\_\_\_

**Home Address:** 33 Bayberry Rd Almonk, NY 10804

TO: STOWBRIDGE QHYDE BRONX.ORG

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

DEBORAH DUNN

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

HYDE CHARTER LEADERSHIP SCHOOL OF THE BRONX

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). CHAIR, EDUCATION COMM  
HR COMM

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

none

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

- none -

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				

Deborah Dammont                      24 July 2017  
 Signature    Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

Business Telephone: na

Business Address: na

E-mail Address: deborah.dammont@mac.com

Home Telephone: na  
 Mobile: 212.213.2525

Home Address: \_\_\_\_\_

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

**Trustee Name:**

Vincent Hanley Jr.

**Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):**

Hyde Leadership Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
May, 2017	Acting as Counsel to School to purchase its Building	Was asked by Trustees to act as Counsel-	

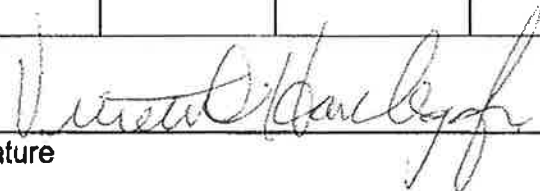
approved unanimously by Board



Please write "None" if applicable. Do not leave this space blank.
---

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
NONE				


Date 7/27/17

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

(212) 233-2364

**Business Telephone:** \_\_\_\_\_

**Business Address:** 233 Broadway, Suite 707, New York, NY 10279

**E-mail Address:** oz@hanleyzanetti.com

**Home Telephone:** 917-584-6120

**Home Address:** 49 Murray Street, 3rd Floor, New York, NY 10007



# Entry 9 BOT Table

Created: 07/11/2017 • Last updated: 07/17/2017

(tab across or use scroll bar at bottom of table)

## 1. Current Board Member Information

	Trustee Name	Email Addresses	Position on the Board	Committee Affiliations	Voting Member Per By-Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	Herbert B. Fixler	<a href="mailto:hfixler@cozen.com">hfixler@cozen.com</a>	Chair/Board President	Executive	Yes	Law	Four 3-year terms	
2	Deborah Dumont	<a href="mailto:deborahdumont@mac.com">deborahdumont@mac.com</a>	Trustee/Member	Education	Yes	Education	Three 3-year terms	
3	Oz Hanley	<a href="mailto:oz@hanleyzannetti.com">oz@hanleyzannetti.com</a>	Trustee/Member	Government Relations	Yes	Law	One 3-year term	
4	Ruth Jarmul	<a href="mailto:rjarmul@gmail.com">rjarmul@gmail.com</a>	Trustee/Member	Development	Yes	Development	In first 3-year term	
5	Herbert M. Kaplan	<a href="mailto:herbakaplan@verizon.net">herbakaplan@verizon.net</a>	Secretary	Development	Yes	Development	Four 3-year terms	
6	Dennis D.	<a href="mailto:ddm@fourinvestm">ddm@fourinvestm</a>	Treasurer	Development	Yes	Education	Two 3-year	

	Mehiel	<a href="http://ents.com">ents.com</a>					terms	
7	Jeanette Melendez	<a href="mailto:jeanette.melendez@urbanhealthplan.org">jeanette.melendez@urbanhealthplan.org</a>	Parent Representative	Education	Yes	Education	Two 3-year terms	
8	Richard Romanoff	<a href="mailto:Richard@omnifs.com">Richard@omnifs.com</a>	Trustee/Member	Finance	Yes	Finance	In first 3-year term	
9	Maureen Singer	<a href="mailto:maurensinger@gmail.com">maurensinger@gmail.com</a>	Trustee/Member	Finance	Yes	Finance	One 3-year term	
10	Tony Stoupas	<a href="mailto:tgstoupas@gmail.com">tgstoupas@gmail.com</a>	Trustee/Member	Facilities	Yes	Technology	In first 3-year term	
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

**2. Total Number of Members on June 30, 2016** 10

**3. Total Number of Members Joining the Board 2016-17 School Year** 2

- |  |    |
|--|----|
| <b>4. Total Number of Members<br/>Departing the Board during the<br/>2016-17 School Year</b>     | 20 |
| <b>5. Number of Voting Members<br/>2016-17, as set by the by-laws,<br/>resolution or minutes</b> | 10 |
| <b>6. Number of Board Meetings<br/>Conducted in the 2016-17 School<br/>Year</b>                  | 12 |
| <b>7. Number of Board Meetings<br/>Scheduled for the <a href="#">2017-18</a><br/>School Year</b> | 12 |

**Thank you.**



# Entry 11 Enrollment and Retention of Special Populations

Created: 07/10/2017 • Last updated: 07/21/2017

## Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2016-2017 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2017-2018.

## Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Economically Disadvantaged	<p>Hyde Leadership Charter School (Hyde) is located in CSD 8. Hyde actively recruits students from districts 7, 8 &amp; 9, all of which serve significant populations of students with disabilities, English language learners, and students eligible for free or reduced price lunch our outreach efforts also yield applicants from districts 10, 11 and 12, which serve similar populations. Hyde makes every effort to attract proportionate or higher percentages of students with disabilities, English language learners and students eligible for free or reduced lunch in comparison to the CSDs from which we recruit.</p> <p>Hyde seeks to maintain and strengthen our sub-group student populations (i.e., students with disabilities, English language learners, and economically disadvantaged students), by partnering with social and family services</p>	<p>Hyde Leadership Charter School will make efforts to attract a comparable or greater enrollment of students with disabilities and English language learners as compared to the enrollment figures for students in the district locations by notifying the CSE of our educational programs and possible openings for the coming school year. Hyde Leadership will continue to hold additional information sessions for parents who are interested in learning more about special education services and the structured English immersion program our school provides. Hyde will retain special education students and English language learners by ensuring to offer exceptional programs that are responsive to the needs of our students and their parents.</p> <p>Outreach and Promotional Activities:  All Staff email-December, 2016  Common Online Application for All: 01/02/2017  Bi-lingual Applications( English and Spanish)  Active Parents notified through mails (Letter with a paper application): January, 2017  Flyers, Posters: Mid-February, 2017  K-8 Information Sessions: 1/18/17, 1/24/17, 1/31/17, 2/8/17 &amp; 3/6/17  High School Information Sessions: 1/10/17 &amp; 3/7/17</p>

providing community-based organizations and by encouraging our current students (and their parents) to share their experiences at Hyde. This “customer” and “word-of-mouth” strategy has particularly resulted in attracting increasing numbers of parents whose children have disabilities to seek out our school because of the quality of our special education programs. In 2016-2017, 35% of our newly enrolled students were English Language Learners, 27% of our newly enrolled students were students with disabilities, and 90% were eligible for free/reduced lunch.

Include NYC’s Resources Fair for families of students with disabilities: 01/28/17  
 Information Session at La Peninsula Head Start: 3/22/17  
 Charter School Recruitment Fair 03/11/17  
 Communication plan:  
 Emails: Parents, School Staff  
 Paper applications mailed to current parents.  
 Flyers  
 Phone Calls  
 School Website: <http://www.hydebronxny.org/>  
 Outreach Activities for ELLs, and SpEd  
 SpEd Fair

Lottery Process:  
 Electronic, supported by a witness.  
 Applications are accepted both online and manually and in Spanish and English. An electronic copy of the combined list is used for the lottery process. A pre-designed lottery generating software is used for the final lottery process.

English Language Learners

Recruitment documents emphasize services offered for English Language Learners and Students with Disabilities  
 All recruitment materials disseminated are in English and Spanish  
 Multiple parent information sessions for K-8 & High School.  
 All information sessions include Spanish translators  
 Attendance and distribution of marketing materials at  
 Distribution of recruitment materials to daycare centers, private and public schools in District 8 and the Bronx.

Outreach Activities for ELLs, and SpEd  
 All recruitment materials are in both English and Spanish.  
 Special education and ELL services are described on the application  
 Services are presented to families at the Charter School Recruitment Fair.

Students with Disabilities

NYC’s Resources Fair for families of students with disabilities  
  
 Hyde’s enrollment saw an increase in both the number of English language learners and students with disabilities between the 2015-2016 (ELL:8%, SWD: 19%) and 2016-2017 (ELL: 10% SWD: 21.7%) school year. Although our percentages do not yet equal or exceed District 8 averages, we would reiterate that our sub-group enrollment (over time, and allowing for fluctuations) is rising

Attended SpEd Fair  
 Special education and ELL services are

ies	and thus nearing equivalency with CSD's 7, 8, and 9. This is because the Hyde school model -- our curriculum and methods of instructional delivery, our supports to students and their families, and our inclusive, accepting culture -- is particularly suited to accommodate the unique learning and social needs of educationally disadvantaged students (defined by FRLP eligibility), students with disabilities (SWDs), and English Language Learners (ELLs).	described on the application
-----	---	------------------------------

**Retention Efforts Toward Meeting Targets**

	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
Economically Disadvantaged	<p>The following indicates Hyde's recent success at achieving the high targets we have established for student retention annually -- all students and by sub-groups.</p> <p>Retention Target % of all Students who Returned from Previous Year 2015-2016: 96% 2016-2017: 95%</p> <p>% of Economically Disadvantaged students who Returned from Previous Year 2015-2016: 98% 2016-2017: 97%</p> <p>Among the reasons for our high student retention rates, particularly the predominantly sub-groups we serve, is that they are learning and having a fulfilling, horizons-opening, educational and social experience. In SY 2015-16 Hyde exceeded the district in both math and ELA proficiency ratings for economically disadvantaged students, English Language Learners, and students with disabilities (SWD) in grades 3-8. Our (high school) regents pass rates for each of these sub-groups exceeded citywide averages. In addition, Hyde SWD graduation rates have consistently exceeded Bronx CSD 8, Bronx County, New York City Department of Education and New York State Education Department SWDs average graduation rates since our school opened. In SY 2015-16, the graduation rate for Hyde's economically disadvantaged students, SWDs, and ELLs graduation exceeded Bronx CSD 8, Bronx</p>	<p>The principles of Universal Design for Learning guide Hyde's instructional planning and delivery. More concretely, Hyde utilizes service delivery models, such as collaborative teaching, that are effective with all students, but especially give SWDs and ELLs access to the general education curriculum while also being provided scaffolds, evidence-based interventions, and supports to build the literacy, math, language, and social-emotional skills each learner needs. All of our students have unique, special needs. Our programming, student and family supports, and the culture we have built are designed to provide our students with the best possible learning and personal growth opportunities. That we are doing a good and ever better job at this is, perhaps, our strongest student retention strategy. Once a Hyde student, always a Hyde student -- as our initial graduates and students who have returned -- often attest.</p>

	County, NYC DOE and state averages.	
English Language Learners	<p>% of English Language Learners Who Returned from Previous Year 2015-2016: 82% 2016-2017: 96%</p> <p>Hyde's commitment to our English language learners is to ensure students gain appropriate social and academic language proficiency. We strive to ensure that each student meets their individualized language goals created by the teacher.</p>	<p>Through our Parent Orientation program we will continue to inform and empower families with the knowledge of their student's legal rights and protections and programming options. The orientation also reviews academic expectations which are to make curriculum accessible to ELL, to ensure achievement of English proficiency as measured by NYSESLAT, and to ensure annual yearly progress (AYP) on state exams. The orientation is conducted in English and Spanish.</p>
Students with Disabilities	<p>% of Students with Disabilities who returned previous year 2015-2016: 92% 2016-2017: 94%</p> <p>HLCS has implemented a thoughtful and progressive approach to serving students with disabilities. The array of direct services for students with disabilities that HLCS provides includes: counseling, direct, push-in and indirect Special Education Teacher Support Services (SETTS), and Integrated Collaborative Teaching (ICT) provided by a staff of four guidance counselors and 22 special education teachers (in SY 2016-17). The school contracts with outside agencies to provide Speech and Language Therapy, Occupational Therapy, and paraprofessionals, as needed per IEP mandates through the related service transmittal process with the CSE. Additional supports, as outlined in IEPs, are provided on a student-by-student basis. In SY 2013-14, HLCS implemented a progressive school-wide ICT structure. This structure has allowed for true collaborative teaching to occur, including in self-contained classrooms in grades K-4 and in each of the core academic disciplines (ELA, math, science, and social studies/history) across grades 6-12.</p> <p>In Kindergarten to 8th grade, two out of the three sections at each grade level are co-taught by a general education teacher and special education teacher, with 18 ICT sections in total. Students with both ICT and push-in SETSS services are enrolled in these</p>	<p>In addition to continuing the practices outlined in the Efforts Toward Meeting Retention Targets in 2016-2017, during the 2017-2018 SY Hyde will increase the number of ICT sections in K-8.</p>



sections ensuring that there is less than a 60:40% ratio of general education to special education students in the section. In Hyde's high school, ICT sections are identified by course, and there are a total of 17 courses that are identified as ICT, co-taught courses. Students who receive SETSS receive these services in the form of push-in across various other courses.



# Entry 12 Classroom Teacher and Administrator Attrition

Created: 07/17/2017 • Last updated: 07/24/2017

Report changes in teacher and administrator staffing.

## Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the two tables named 2016-2017 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing in 2016-2017. Please provide the full time equivalent (FTE) of staff on June 30, 2016; the FTE for any departed staff from July 1, 2016 through June 30, 2017; the FTE for added staff from July 1, 2016 through June 30, 2017; and the FTE of staff added in newly created positions from July 1, 2016 through June 30, 2017 using the two tables provided.

### Classroom Teacher Attrition Table

	FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 - 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 - 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
	103	19	13	0	97

### Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 - 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 - 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
	32	2	2	1	33

Thank you



HYDE LEADERSHIP CHARTER SCHOOL  
2017-2018 Academic Calendars

Updated 7.10.2017

July 2017

Calendar grid for July 2017 with yellow highlights for instructional days.

August 2017

Calendar grid for August 2017 with yellow highlights for instructional days.

September 2017

Calendar grid for September 2017 with yellow highlights for instructional days.

October 2017

Calendar grid for October 2017 with yellow highlights for instructional days.

November 2017

Calendar grid for November 2017 with yellow highlights for instructional days.

December 2017

Calendar grid for December 2017 with yellow highlights for instructional days.

Yellow highlights indicate that school is in session for at least one division, including retreats and family events

July/August 2017

- HS Summer School.....7/5-7/27
6-8 Summer School.....7/5-8/11
4-5 Summer School.....7/5-8/18
ES Summer School.....7/10-8/4
ES New Family Orientation.....8/14
ES Back to School Breakfast.....8/28
K-12 School Starts.....8/28
MS Back to School Night.....8/31

September 2017

- K-12 No School: Labor Day.....9/4
First Day of Busing.....9/5
HS Back to School Night.....9/19
K-12 No School: Rosh Hashanah.....9/21-9/22
ES Back to School Night.....9/28
MS Family Day.....9/30

October 2017

- ES Data Day (1/2 Day for Students).....10/5
MS Parent Teacher Conferences (1/2 Day for Students).....10/5
MS Family Retreat.....10/6-10/8
K-12 No School: Columbus Day.....10/9
MS Fall Retreat.....10/11
HS Parent Teacher Conferences (1/2 Day for Students).....10/12
ES Parent Discovery Night.....10/19
MS Benchmark Exams.....10/23-10/31
HS Family Retreat.....10/27-10/29

November 2017

- K-8 No School: ES PTC and MS Data Day.....11/7
HS No School: Data Day.....11/10
MS Parent Discovery Night.....11/16
HS Family Day.....11/18
ES Fall Family Feast.....11/20
K-12 No School: Thanksgiving.....11/22-11/24

December 2017

- ES Family Day.....12/9
ES Data Day (1/2 Day for Students).....12/14
MS Parent Teacher Conferences (1/2 Day for Students).....12/14
HS Parent Teacher Conferences (1/2 Day for Students).....12/14
K-12 No School: Winter Break.....12/21-1/1

January 2018

- K-12 No School: Winter Break.....12/21-1/1
K-8 No School: Teacher Professional Development.....1/2
HS Parent Discovery Night.....1/11
MS Benchmark Exams.....1/12-1/19
K-12 No School: Martin Luther King Jr. Day.....1/15
Regents Exams.....1/22-1/25
MS Parent Discovery Night.....1/25
K-8 No School: ES PTC and MS Data Day.....1/26

February 2018

- HS No School: Data Day.....2/2
HS Senior Retreat.....2/2-2/4
MS Winter Family Day.....2/10
HS Parent Discovery Night.....2/13
K-12 No School: Mid-Winter Break.....2/16-2/23

March 2018

- ES Data Day (1/2 Day for Students).....3/8
MS Parent Teacher Conferences (1/2 Day for Students).....3/8
HS Parent Teacher Conferences (1/2 Day for Students).....3/8
MS Benchmark Exams.....3/8-3/9 and 3/22-3/27
HS No School: Teacher Professional Development.....3/14
ES Parent Discovery Night.....3/15
K-8 No School: Data Day.....3/29
K-12 No School: Spring Break.....3/30-4/6

April 2018

- K-12 No School: Spring Break.....3/30-4/6
3-8 ELA State Exams.....4/11-4/13
ES Parent Teacher Conferences (Regular School Hours).....4/19-4/20
HS No School: Data Day.....4/20
HS Family Day.....4/28

May 2018

- 3-8 Math State Exams.....5/1-5/3
ES 3rd Grade Retreat.....5/5
MS Family Retreat.....5/11-5/13
HS Parent Teacher Conferences (1/2 Day for Students).....5/17
ES Data Day (1/2 Day for Students).....5/24
MS Parent Teacher Conferences (1/2 Day for Students).....5/24
K-12 No School: Memorial Day.....5/28-5/29

June 2018

- K-12 Parent Celebration (1/2 Day for Students).....6/7
MS Benchmarks.....6/8-6/13
Regents Exams.....6/12-6/22
ES Parent Teacher Conferences (Regular School Hours).....6/12
ES PTC and MS Data Day (1/2 Day for Students).....6/14
K-12 No School: Eid al Fitr.....6/15
ES Kindergarten Stepping Up Ceremony.....6/22
MS 8th Grade Stepping Up Ceremony.....6/22
K-12 Last Day of School.....6/22
HS Commencement.....6/23

January 2018

Calendar grid for January 2018 with yellow highlights for instructional days.

February 2018

Calendar grid for February 2018 with yellow highlights for instructional days.

March 2018

Calendar grid for March 2018 with yellow highlights for instructional days.

April 2018

Calendar grid for April 2018 with yellow highlights for instructional days.

May 2018

Calendar grid for May 2018 with yellow highlights for instructional days.

June 2018

Calendar grid for June 2018 with yellow highlights for instructional days.

School Divisions: Instructional Days

- ES – Elementary School - Grades K-3: 180
MS – Middle School - Grades 4-8: 180
HS – High School - Grades 9-12: 180



HYDE LEADERSHIP CHARTER SCHOOL
2017-2018 Calendario Academico

July 2017

Calendar grid for July 2017 with yellow highlights on specific dates.

August 2017

Calendar grid for August 2017 with yellow highlights on specific dates.

September 2017

Calendar grid for September 2017 with yellow highlights on specific dates.

October 2017

Calendar grid for October 2017 with yellow highlights on specific dates.

November 2017

Calendar grid for November 2017 with yellow highlights on specific dates.

December 2017

Calendar grid for December 2017 with yellow highlights on specific dates.

Los puntos culminantes amarillos indican que la escuela está en la sesión para por lo menos una división, incluyendo retiros y acontecimientos de la familia.

Julio/Agosto 2017

- Escuela de verano de 9-12...7/5-7/27
Escuela de verano de 6-8 ...7/5-8/11
Escuela de verano de 4-5 ...7/5-8/18
Escuela de verano para la EP...7/10-8/4
Orientacion de familias nuevas de la EP...8/14
Desayuno de regreso a la EP...8/28
K-12 la escuela comienza...8/28
Noche de regreso a la EI...8/31

Septiembre 2017

- K-12 no hay clases: Labor Day...9/4
Primer día de autobús...9/5
Noche de regreso a la ES...9/19
K-12 no hay clases: Rosh Hashanah...9/21-9/22
Noche de regreso a la EP...9/28
Día de familia de la EI...9/30

Octubre 2017

- Día de datos de la EP (1/2 día para los estudiantes)...10/5
CPM\* de la EI...10/5
Retiro familiar EI...10/6-10/8
K-12 no hay clases: Columbus Day...10/9
Retiro del otoño EI...10/11
CPM de la ES (1/2 día para los estudiantes)...10/12
Noche de Descubrimiento de Padres EP...10/19
Exámenes de referencia de la EI...10/23-10/31
Retiro familiar de la ES...10/27-10/29

Noviembre 2017

- K-8 no hay clases: CPM de la EP y día de datos EI...11/7
ES no hay clases: día de datos...11/10
Noche de descubrimiento de padres EI...11/16
Día de Familia de la ES...11/18
Fiesta de familia de la EP...11/20
K-12 no hay clases: Día de Acción de Gracias ...11/22-11/24

Diciembre 2017

- Día de familia de la EP ...12/9
Día de datos de la EP (1/2 día para los estudiantes )...12/14
CPM de la EI (1/2 día para los estudiantes )...12/14
CPM de la ES (1/2 día para los estudiantes )...12/14
K-12 no hay clases: Vacación de Invierno...12/21-1/1

Enero 2018

- K-12 no hay clases: Vacación de Invierno...12/21-1/1
K-8 no hay clases: desarrollo profesional de maestros...1/2
Noche de descubrimiento de padres de la ES...1/11
Examen de referencia de la EI...1/12-1/19
K-12 no hay clases: Día de Martin Luther King Jr...1/15
Exámenes de Regents...1/22-1/25
Noche de descubrimiento de padres EI...1/25
K-8 no hay clases: CPM de la EP y día de datos EI ...1/26

Febrero 2018

- ES no hay clases: día de datos...2/2
Retiro del 4to año de la ES...2/2-2/4
Día de familia del invierno de la EI...2/10
Noche de descubrimiento de padres de la ES...2/13
K-12 no hay clases: Vacación de Medio Invierno...2/16-2/23

Marzo 2018

- Día de Datos de la EP (1/2 día para los estudiantes)...3/8
CPM de la EI (1/2 día para los estudiantes)...3/8
CPM de la ES (1/2 día para los estudiantes)...3/8
Examen de Referencia EI...3/8-3/9 and 3/22-3/27
ES no hay escuela: Desarrollo Profesional de Maestro...3/14
Noche de Descubrimiento de Padres de la EP...3/15
K-8 no hay clases: día de datos...3/29
K-12 no hay clases: vacaciones de la primavera...3/30-4/6

Abril 2018

- K-12 no hay clases: vacaciones de la primavera...3/30-4/6
3-8 Examen de Estado de ELA ...4/11-4/13
CPM de la EP (Horario Regular de Clases)...4/19-4/20
ES no hay clases: día de datos...4/20
Día de familia de la ES...4/28

Mayo 2018

- 3-8 Examen de Matematicas...5/1-5/3
Retiro de 3er grado de la EP...5/5
Retiro familiar de la EI...5/11-5/13
CPM de la ES (1/2 día para los estudiantes)...5/17
Día de datos para la EP (1/2 día para los estudiantes)...5/24
CPM para EI (1/2 día para los estudiantes )...5/24
K-12 no hay clases: Memorial Day...5/28-5/29

Junio 2018

- K-12 celebración de padres (1/2 día para los estudiantes)...6/7
Examen de Referencia de la EI...6/8-6/13
Exámenes de Regents...6/12-6/22
CPM de la EP y día de datos para la EI (1/2 día para los estudiantes)...6/14
K-12 no hay clases: Eid al Fitr...6/15
Ceremonia de graduación de kindergarten...6/22
Ceremonia de graduación de 8vo grado...6/22
K-12 ultimo día de clases...6/22
Graduación de la secundaria...6/23

Updated 6.19.2017

\*CPM - Conferencia de padres y maestros

January 2018

Calendar grid for January 2018 with yellow highlights on specific dates.

February 2018

Calendar grid for February 2018 with yellow highlights on specific dates.

March 2018

Calendar grid for March 2018 with yellow highlights on specific dates.

April 2018

Calendar grid for April 2018 with yellow highlights on specific dates.

May 2018

Calendar grid for May 2018 with yellow highlights on specific dates.

June 2018

Calendar grid for June 2018 with yellow highlights on specific dates.

Divisiones Escolares: Días de Instrucción
EP - Escuela Primaria - Grados K-3: 180
EI - Escuela Intermedia - Grados 4-8: 180
ES - Escuela Secundaria - Grados 9-12: 180