

**Hyde-Bronx Trustees Meeting Minutes**  
**Hyde Leadership Charter School**  
**Trustees Meeting**  
**June 25, 2018**  
**830 Hunts Point Avenue, Bronx, NY 10474**  
**Minutes**

**Trustees Present:**

Herb Kaplan  
Ruth Jarmul  
Chavon Sutton  
Tony Stoupas  
Oz Hanley  
Susan Engel  
Jeanette Melendez  
Maureen Singer

**Trustees Absent:** Deborah Dumont

Richard Romanoff  
Herb Fixler

**Also present:**

Thomas Sturtevant, Executive Director  
Stephen Trowbridge, Chief Operating Officer  
Valarie Hunsinger, Director of Development and Communications  
Lex Zain, Middle School Director  
Elizabeth Hittenmark, Director of Students and Family Support

The meeting began at 6:05 pm, Tony Stoupas presiding. A quorum was present.

**1. May 21st Board Minutes**

A motion was made, seconded, and unanimously approved by the Trustees present to approve the minutes from the May 21st board meeting.

**2. Executive Director's Report**

Mr. Sturtevant reported on the recent graduations, highlighting the highest June high school graduation rate of 93.94 and highest advanced regents diplomas to-date. See Appendix A for Mr. Sturtevant's graduation speech. Mr. Sturtevant also noted the success of the middle school and high school graduations. Mr. Sturtevant also shared that the College and Post-Secondary Success Team traveled to numerous college graduations.

Mr. Sturtevant and the board discussed recent Regents results, see Appendix B. Lex Zain shared Middle School results, highlighting the increased percentage of middle school students passing three regents.

Mr. Sturtevant noted the upcoming leadership retreat that would discuss the 5-year strategic plan along with portraits of students.

**3. Finance Committee**

Mr. Trowbridge provided a detailed review of the school's current financial position. Mr.

Trowbridge noted the school's May YTD revenue was unfavorable by approximately \$25,000 and May's YTD expense was favorable by \$29,000. Mr. Trowbridge noted that the approximate net variance is favorable by \$4,000.

For FY 2018 YTD, Mr. Trowbridge reported that the total revenue is \$16,853,732 and is favorable by \$36,000. The budgeted expenses are \$16,657,045 and is favorable by \$147,000. Mr. Trowbridge noted that the net variance to the budget is favorable by \$183,000.

**4. Development Committee**

Ms. Hunsinger shared pictures from all graduations including from kindergarten, middle school, high school, college, and parent graduations. Ms. Hunsinger thanked all the board members and the Development Committee for playing a critical role in fundraising this year including the support of the College Relief Fund, the College & Post-Secondary Success team, family retreats, Saturday Academy, technology, international travel, etc. Ms. Hunsinger reviewed the FY 2018 fundraising totals noting that \$290,431 was received to-date and that another \$60,600 was expected, which would mean hitting the FY 2018 fundraising goal of \$350,000. Ms. Hunsinger recognized a recent grant award from the Zegar Family Foundation and support from the Maccari Family Foundation. Ms. Hunsinger encouraged board members to thank those that have supported this school this past.

**5. Human Resources Committee**

NA

**6. Facilities Committee**

NA

**7. Marketing/ PR/ Advertising Committee**

NA

**8. Education Committee**

Mr. Trowbridge informed the Board of changes made to the SUNY Accountability Plan for SY 2017-18. Owing to the Federal Government's shift from No Child Left Behind (NCLB) to Every Student Succeeds Act (ESSA), NYS has changed its accountability metrics to match the new Federal law. These changes made by NYS have been incorporated into our annual Accountability Plan, which we will report upon in September, after we have the state test results and the summer Regents results.

Revisions to our Accountability Plan are detailed in the attached marked up version (See Appendix C) so that you can see what is changing from the last plan.

**9. Government Relations Committee**

NA

**10. Nominating Committee**

NA

**11. Any Other Business**

NA

## **12. Public Comments**

NA

## **13. Adjournment**

**There being no further business, the meeting was adjourned at 7:33 PM.**

**Minutes prepared by Stephen Trowbridge and Valarie Hunsinger**

## **Appendix A**

As a boy, I spent every minute I had after school until dark in the park near my house where I grew up in Washington, DC. The park had no real fields, but we played baseball and football in the open field and explored the stream and woods that was the border between the park and the neighborhood. I had heard that there had been a gold mine years ago in that park; so, a few times I looked for shiny gold in the stream and tried to imagine where the gold might be hidden. Of course, I never found gold there, but I loved that place for how well I knew it and for all the time I spent there with my brothers and friends.

Many years after I moved away and moved on in life, I went back to the park and was amazed at how familiar it was... the acrid smell of the stream and heavy Washington summer air took me back, like I was home. I spotted a rock we named the "whale." Then I looked out to the left field border of trees that still might be the "home run fence." I cut a bamboo fighting stick from a grove by the stream and took some swooshing swipes, as I used to, in battle with boys from my block.

And yet the place was way smaller than I remembered. You could walk across the park in any direction in a minute. Perhaps because the park was a memorial for a long-forgotten war, there was nothing added to it over the years: no courts, no real fields, no turf, no picnic areas. It is really just a field next to a stream and some woods. But it was my park, and I still loved it.

Here is where the gold mine comes back into the story. A lot of my gold is there in Battery Kemble Park. All those experiences of my youth in the park trained my conscience and taught me about myself... taught me my limits and capacities as an athlete, as a friend, as a brother, as a young person waking up to more and more that is in the world, both good and bad. My experiences in the park also taught me about others... people to stay away from, people to trust. When I was a teenager, I didn't consider my everyday experiences in the park as anything that would stay with me for the rest of my life. But these experiences do stay with you, and they are

your base for understanding your journey through life.

I ask you to think right now: where is your gold mine? Who is with you? What are you doing there? Why is that place so special to you that it will stay with you through your whole life, even after you leave it behind?

Some of you might know that before we built the HS on Hunts Point Avenue the lot was vacant, and before that it was a laundry. Today, 830 Hunts Point Avenue is a sort of gold mine where each one of you has dug deep into the vein of Hyde gold and pulled out nuggets of precious metal, metaphorically speaking.

As you leave Hyde, leave your adolescence and childhood, (many also leaving home for college) know that you will also take with you precious nuggets: all of what you know, what you love, what you believe, and what you aspire to. My sincere expectation for each of you is that you go forth from here fortified in what you have experienced and what you have loved so that you will live with conscience and be guided by what you know deep down is true and best for you.

Crossing this stage means something profound, and how you take it from here matters to your ultimate happiness and success. In a sense you are freer than you have ever been in your life, and in another sense, you are more bound to responsibilities and commitments than you have ever been in your life. Taking on responsibilities is an essential part of accomplishing goals and realizing dreams. In essence, having built a strong foundation for your conscience and your direction in life— what earlier I have called your gold mine— you have come to this point so that you might *freely* pursue your unique potential. From here the most important challenge is to use your freedom well, to envision and go after your absolute best future and not be taken off-track by lesser expectations or excuses. As you contemplate this sort of freedom, I would like to offer three ideas put forth by James Baldwin 55 years ago in a letter to his nephew.

For those of you who don't know James Baldwin: Baldwin was a social critic and author who wrote about American culture in the 1960's- 1980's. He grew up in Harlem and went to high school in the Bronx. The quotations I cite in what follows are all from his essay, "My Dungeon Shook, A Letter to my nephew on the hundredth anniversary of the Emancipation."

Baldwin's letter to his nephew concerns the idea of freedom in America and what Baldwin thought his nephew needed to know in order to pursue freedom as a young, Black man. The world has changed much since Baldwin wrote this letter, with globalization and technology and environmental changes each radically shifting expectations and opportunities for one's livelihood. These fundamental changes in the ways of the world have forced everyone to rethink what is normal, what is fair, what is possible, and what is right; however, the basic premise of Baldwin's thinking remains valid: that the merits of freedom are *elusive* and are deeply rooted in one's conscience and character.

Baldwin's first point to his nephew, who is also named James, sets the base for all character: that he, young James, is loved and has been loved since the day he was born. Even if family members seem hard or distant, they remember when you were born and have watched you grow and have monitored your path in life. Your life matters profoundly, and it always will matter to your

family. When it comes to loving and being loved; Baldwin tells his nephew to mine his experiences to know the truth about people and oneself. Without directly stating it, Baldwin points to conscience as a deep resource for empathy and honesty, both informed by the truth of your relationships and observations of life, starting with your own worthiness. This is a gold nugget: You are *loved*.

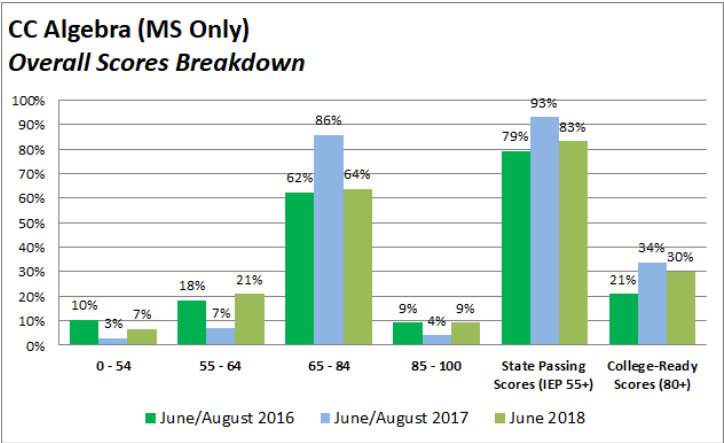
Baldwin's second point may be what is most important to remember from this speech: There are many forces in society that can work against you, like racism and economic hardship, but the most insidious (and perhaps the most understandable) of all can come from within, what Baldwin calls "making peace with mediocrity" by accepting other people's definitions and lower expectations of you. As Jeffrey Duncan Andrade (who wrote [The Art of Critical Pedagogy: Lang 2008](#)) argues, we are in a "rigged social lottery" veiled as a meritocracy where "there is not much room at the top"; so, there are many social forces that compel people to be OK with something less than their best (P. 2-4). In Baldwin's words: "You can **only** be destroyed by believing that you are... not expected to aspire to excellence... [that you are] expected to make peace with mediocrity." At Hyde, you have been taught a way to pursue personal excellence, to live with purpose and character above all else. While many in this class have honestly shared that there is still a distance left to travel on their individual road to excellence, I am confident that everyone here has the capacity and the inclination to be excellent and not let anyone, including and especially yourself, make a compromise with mediocrity. Some of your gold is your aspiration to excellence, your expectation to be your best. You can and will recognize the bad deals out there, and you have the freedom and knowledge to turn them down and instead bet on your best.

Baldwin's last point has to do with one's capacity to make any place better for your loving it and caring for it. While you may be told that "getting out" of your neighborhood is part of a successful future, your home is and always will be a meaningful and fruitful place for thriving, for living well, for being your best. Your home, be it a park or a cousin's house, whatever home is for you, your home is another gold nugget. You might understand this point now or later in life when you have been able to trust and reflect honestly on your experience.

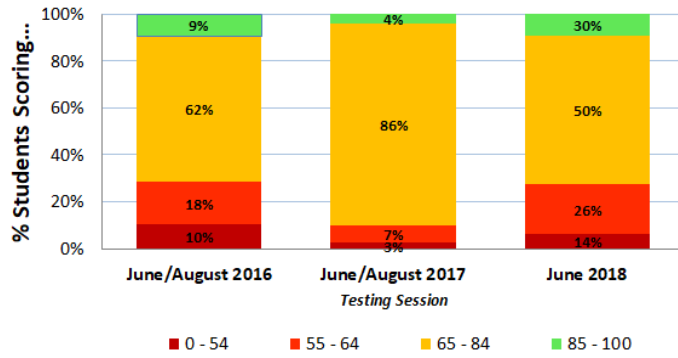
The Senior Process, and especially the Evaluations, is a safeguard against "making peace with mediocrity." As each of you has honestly reflected upon and gotten serious feedback upon essential questions of your purpose and attitude, your personal excellence has become more visible and clear to you. Serious, respectful exchange happens under certain circumstances, like what you have experienced at Hyde in Discovery Groups, Seminars, and the Senior process. You know how to create those serious exchanges and participate in them in a constructive manner. This is more of the gold you have mined at Hyde. Take that into the world. Your gifts are deep within you, built out of your experiences and what you really know is true of you and others. As you cross this stage and walk into your adult life to meet so many new people, places and challenges; walk boldly, knowing you are loved, knowing you aspire to excellence, and with essential questions guiding you, guiding your relationships, guiding your pursuit of excellence, guiding your golden journey.

# Appendix B

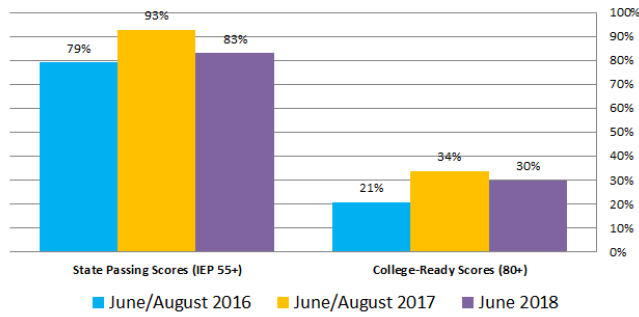
## Middle School Regents Results



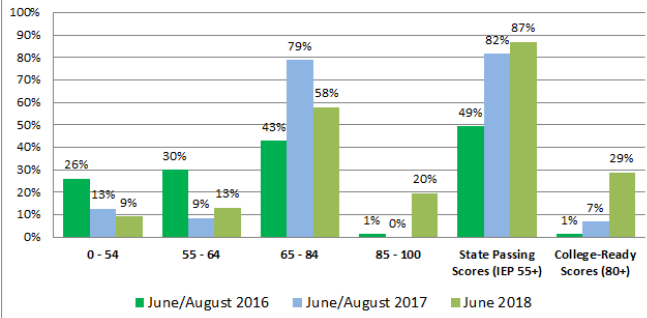
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**Score Range Comparison by Testing Session**

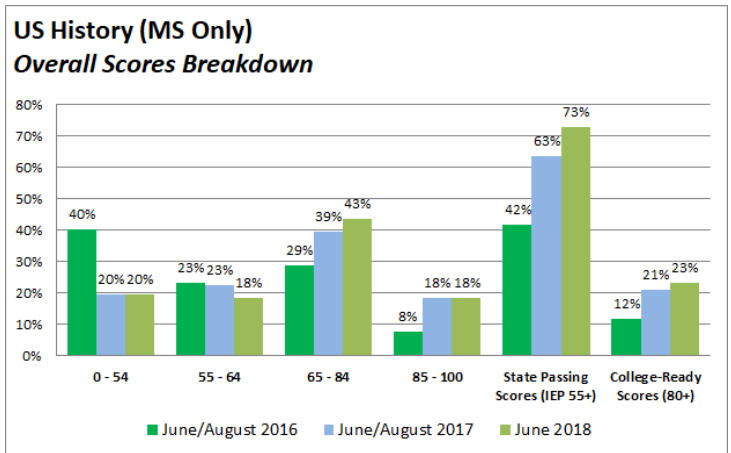
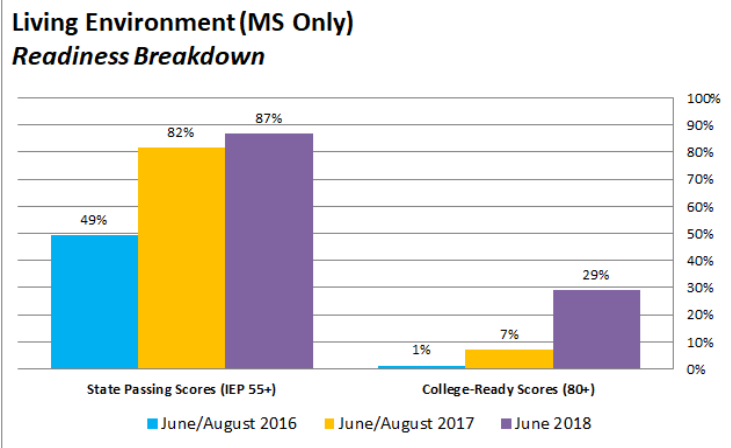
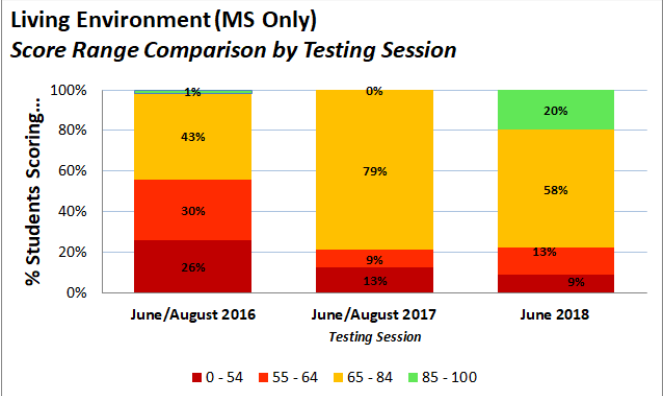


**CC Algebra (MS Only)**  
**Readiness Breakdown**

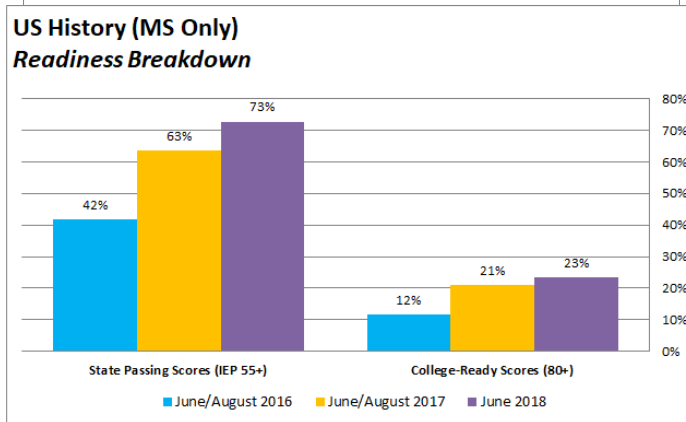
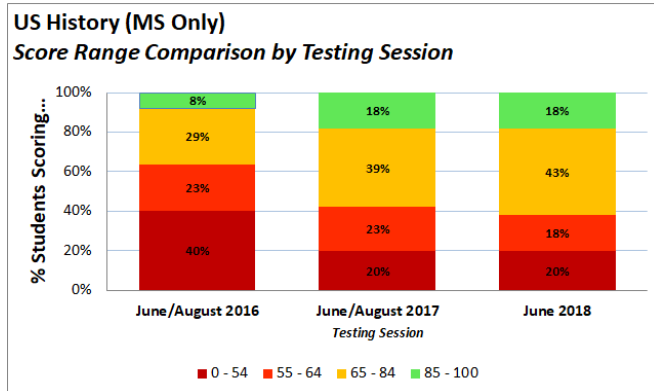


**Living Environment (MS Only)**  
**Overall Scores Breakdown**

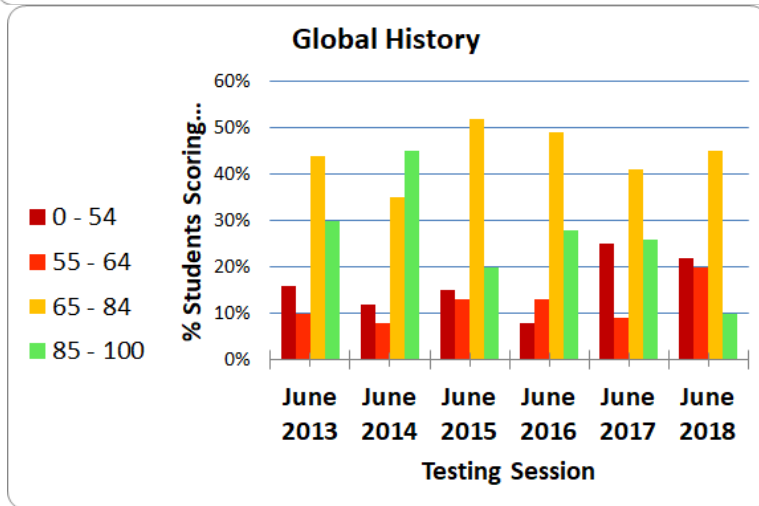
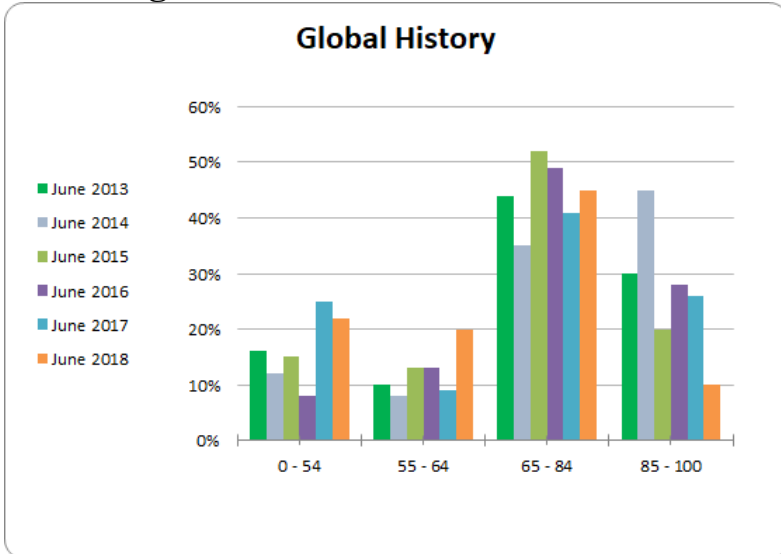


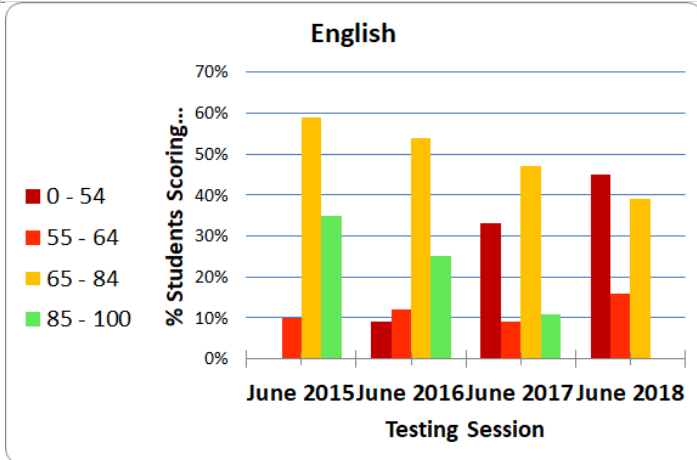
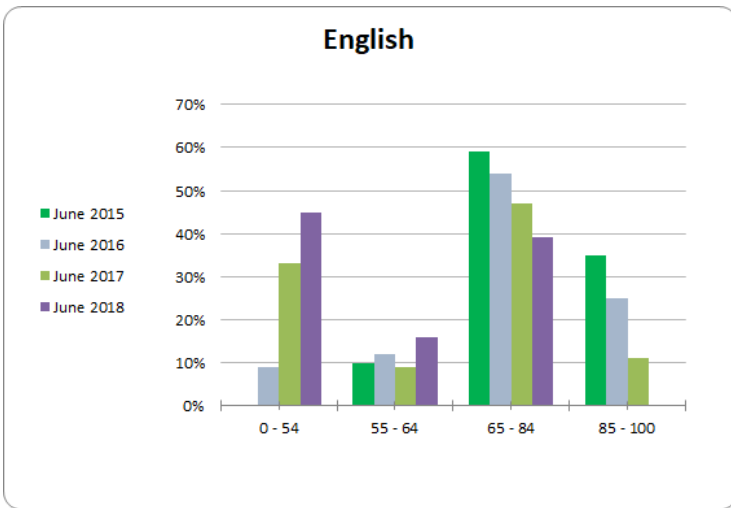


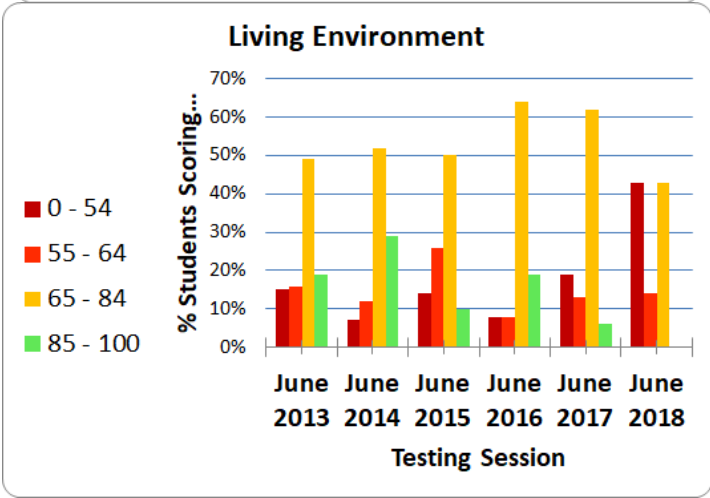
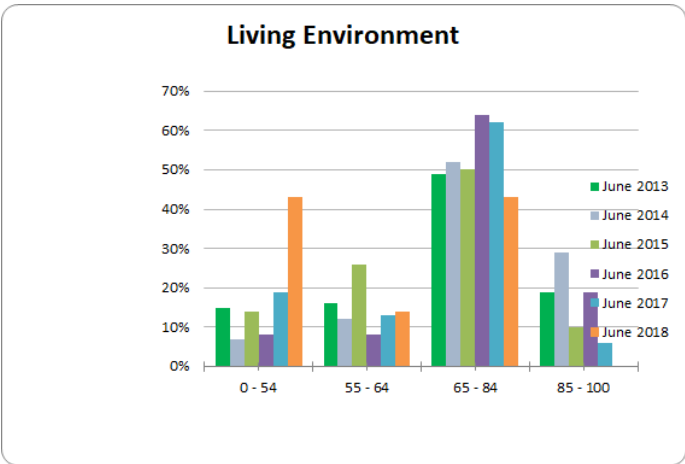


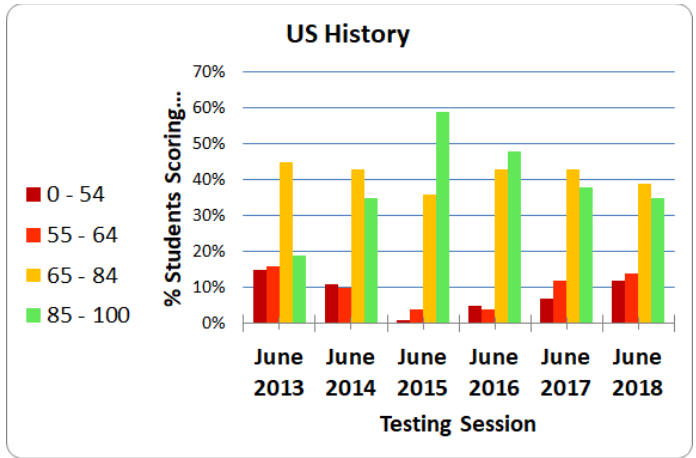
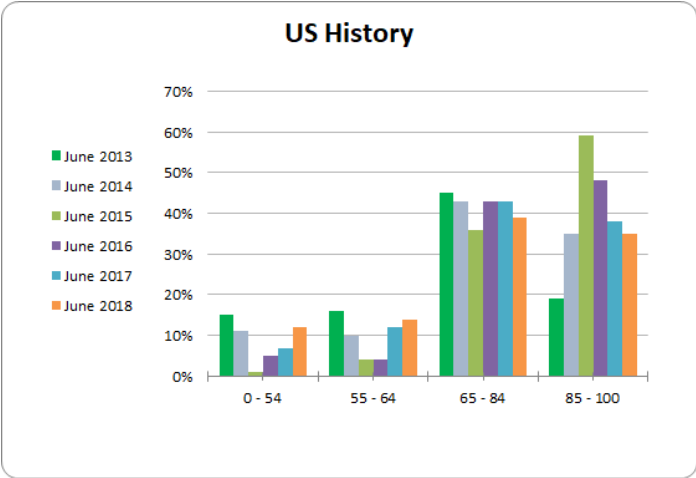


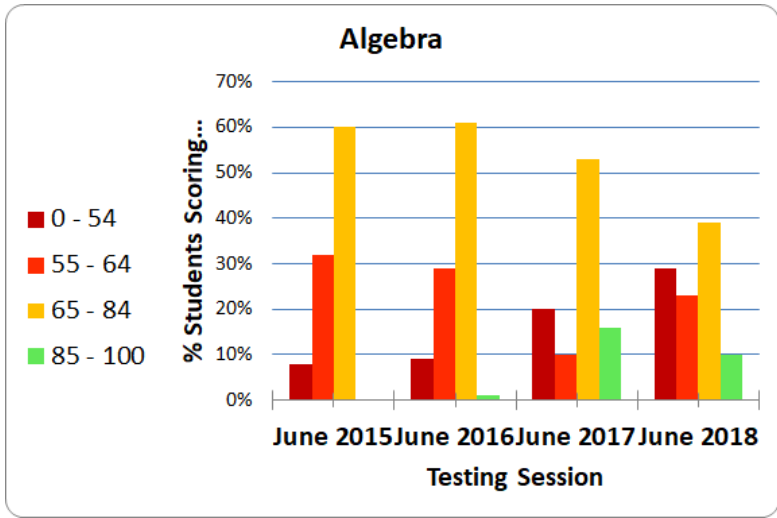
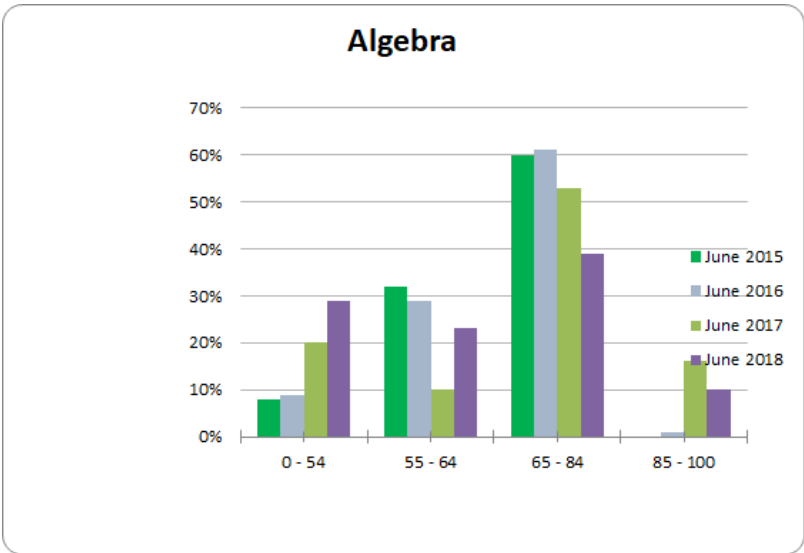
# High School Regents Results

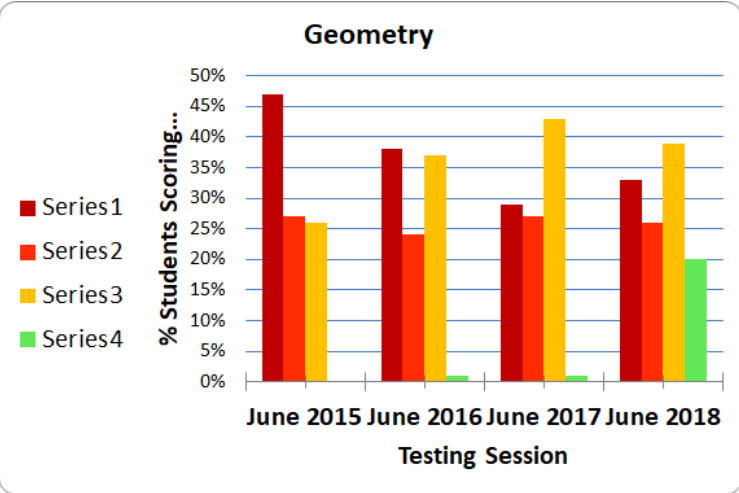
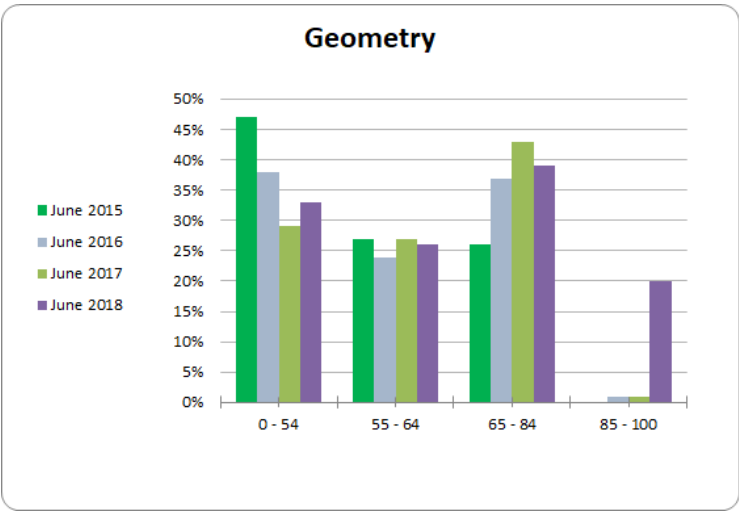


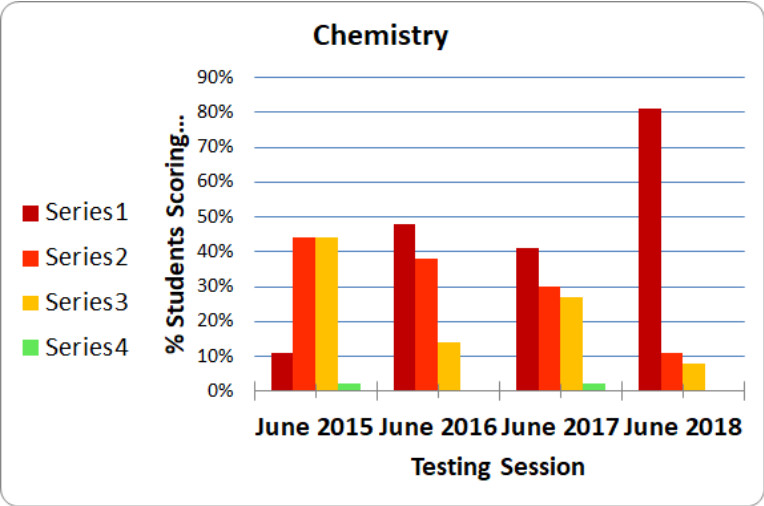
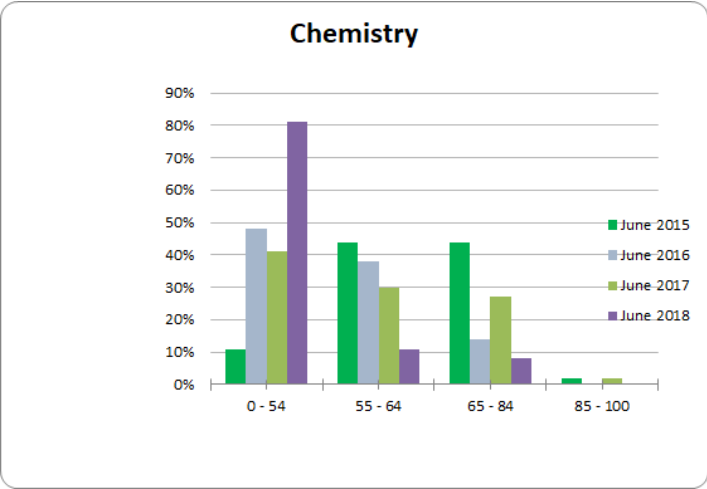




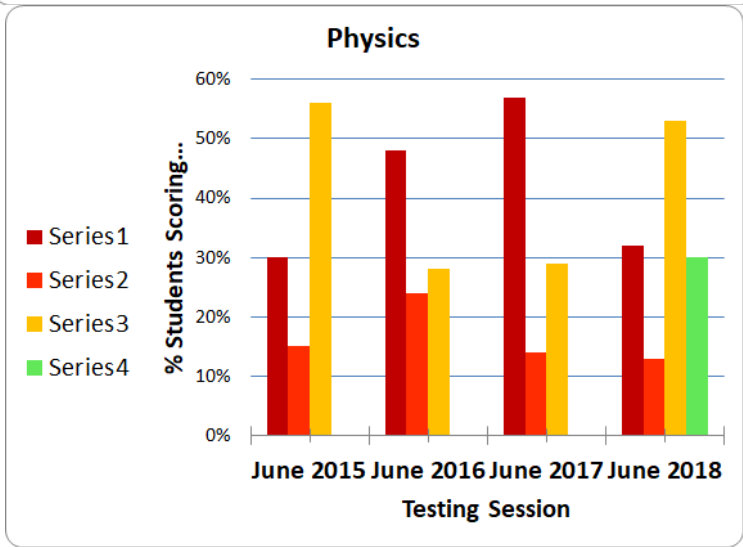
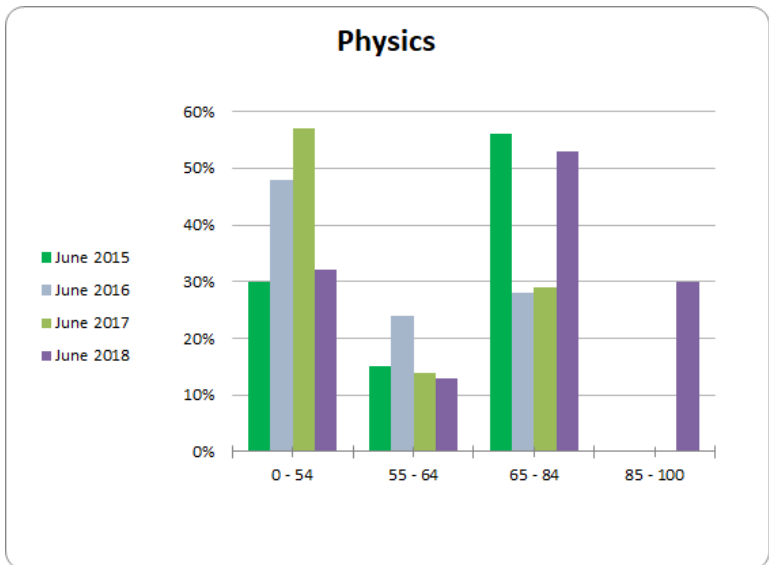


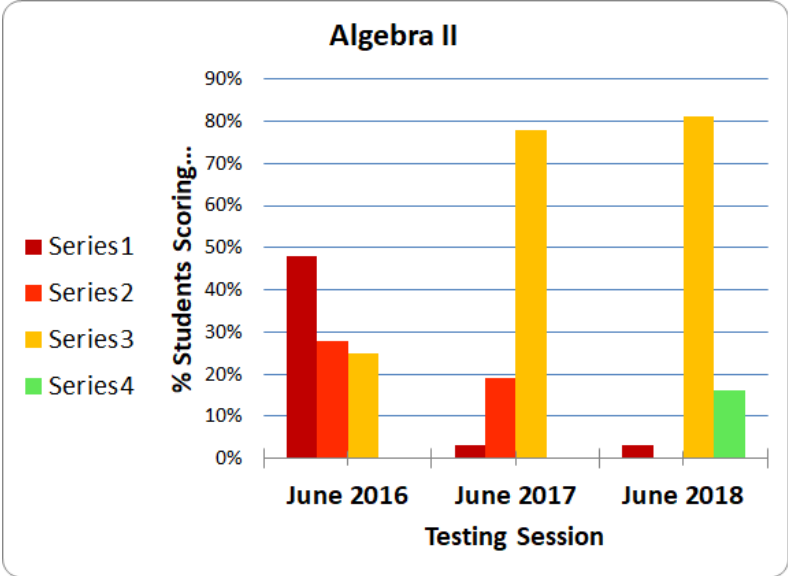
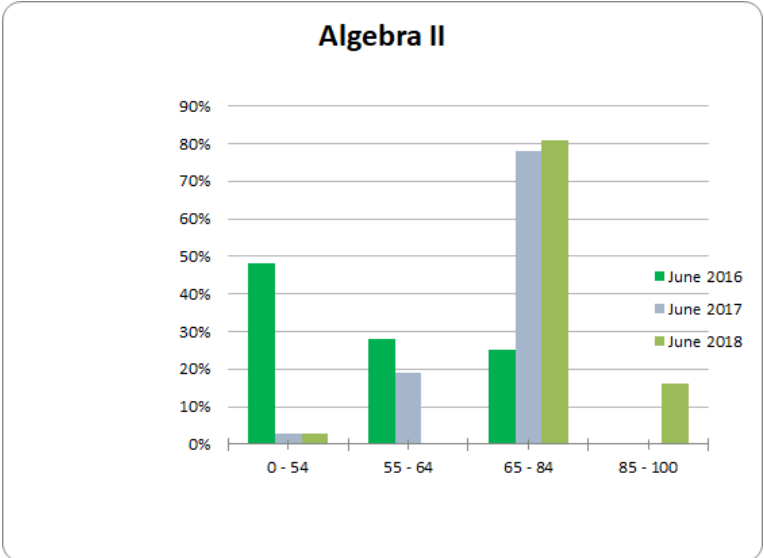


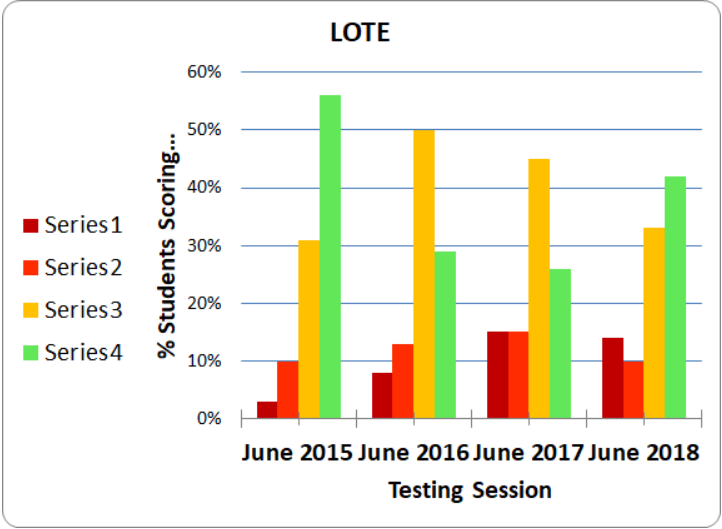
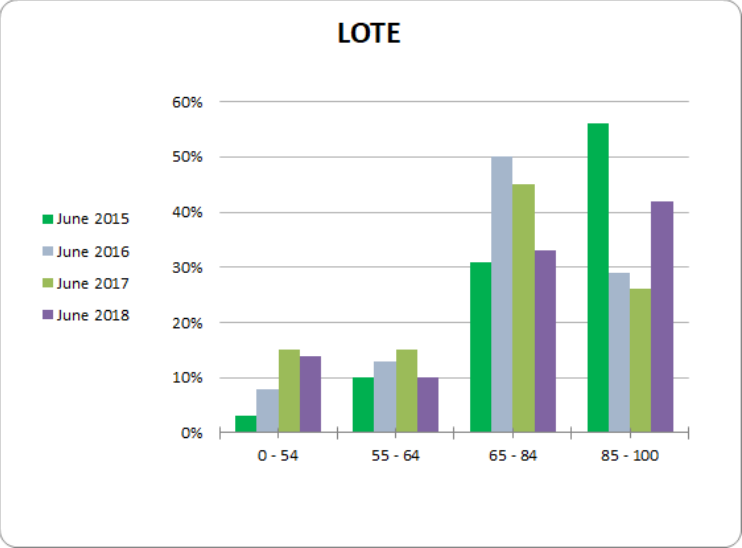












# Appendix C

## Accountability Plan

### English Language Arts Goal

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**Goal 1: Hyde Leadership Charter School students will demonstrate proficiency in reading and writing.**

#### Absolute Measures

##### Elementary/Middle School

Measure 1) Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Measure 2) Each year, the school's aggregate Performance ~~Level~~-Index<sup>1</sup> (PI) on the State English language arts exam will meet the ~~Annual-Measurable Objective (AMO)~~Measure of Interim Progress (MIP) set forth in the state's NCLB-ESSA accountability system.

##### High School

Measure 3) 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~~ scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Measure 4) Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Measure 3)

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<sup>1</sup> The method for calculating a school's Performance Index is detailed in the state's Revised State Template for the Consolidated State Plan, p 47. The state's Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. The revised State Template for the Consolidated State Plan is found here: [www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf](http://www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf)

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Measure 5) Each year, ~~65-50~~ percent of students in the high school Accountability Cohort who did not score ~~proficient at or above proficiency~~ on their New York State 8th grade English language arts exam will meet ~~the college and career ready standard or exceed Common Core expectations~~ (currently scoring ~~75 at or above Performance Level 4~~ 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.

Each year, 75 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.-

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Measure 6)

Measure 7) Each year, the Performance Index<sup>2</sup> ("PI") on the Regents Exam in English Language Arts (Common Core) of students completing their fourth year in the Accountability Cohort will meet the Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

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~~Measure 4)~~ 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.

## Comparative Measures

### Elementary/Middle School

~~Measure 5)~~Measure 8) 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 local school district.

~~Measure 6)~~Measure 9) Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of

<sup>2</sup> The method for calculating a school's Performance Index is detailed in the state's Revised State Template for the Consolidated State Plan, p 47. The state's Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. The revised State Template for the Consolidated State Plan is found here: [www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf](http://www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf)

0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.

## High School

Measure 10) Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.

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Measure 11) Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district partially meeting Common Core expectations.

Measure 12) Each year, the Performance Index ("PI") in English Language Arts of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the district.

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~~Measure 7) 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 local school district.~~

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## Growth Measures

### Elementary/Middle School

~~Measure 8)~~ Measure 13) 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 50.

## Mathematics Goal

**Goal 2: Hyde Leadership Charter School students will become proficient in the application of mathematical skills and concepts.**

## Absolute Measures

### Elementary/Middle School

~~Measure 9)~~Measure 14) 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.

~~Measure 10)~~Measure 15) Each year, the school's aggregate Performance Level Index<sup>1</sup> (PLI) on the State mathematics exam will meet the ~~Annual Measurable Objective (AMO)~~Measure of Interim Progress (MIP) set forth in the state's ~~NCLB-ESSA~~ accountability system.

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## High School

~~Measure 11)~~Measure 16) Each year, 65 percent of students in the high school Accountability Cohort will meet ~~the college and career ready standard or exceed Common Core expectations~~ (currently scoring ~~80 at or above Performance Level 4 on the 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.

Measure 17) Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Measure 18) Each year, 50 percent of students in the high school Accountability Cohort who did not score at or above proficiency on their New York State 8<sup>th</sup> grade math exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Measure 19) Each year, 75 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8<sup>th</sup> grade math exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents Exam in mathematics) by the completion of their fourth year in the cohort.

Measure 20) Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

~~Measure 12) 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 the 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.~~

~~Measure 13) 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.~~

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## Comparative Measures

### Elementary/Middle School

~~Measure 14) Measure 21) 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 local school district.~~

~~Measure 15) Measure 22) 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 regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.~~

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### High School

~~Measure 23) Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a mathematics Regents exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.~~

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~~Measure 24) Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district partially meeting Common Core expectations.~~

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~~Measure 25) Each year, the Performance Index ("PI") in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the district.~~

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~~Measure 16) 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 local school district.~~

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## Growth Measures



### **Elementary/Middle School**

~~Measure 17)~~Measure 26) 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~~50.

### **Science Goal**

**Goal 3: Hyde Leadership Charter School students will demonstrate competency in the understanding of scientific concepts and the application of scientific reasoning.**

### **Absolute Measures**

#### **Elementary/Middle School**

~~Measure 18)~~Measure 27) 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 for grades 3-8.

#### **High School**

~~Measure 19)~~Measure 28) 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.

### **Comparative Measures**

#### **Elementary/Middle School**

~~Measure 20)~~Measure 29) Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on a state science exam will be greater than that of all students in the same tested grades in the local school district.

#### **High School**

~~Measure 21)~~Measure 30) Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the school district of comparison.

**Social Studies Goal**

**Goal 4: Hyde Leadership Charter School students will demonstrate competency in the understanding and application of important ideas from history and the social sciences.**

**Absolute Measures**

**High School**

~~Measure 22)~~Measure 31) 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.

~~Measure 23)~~Measure 32) 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.

**Comparative Measures**

**High School**

~~Measure 24)~~Measure 33) 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 after their fourth year will exceed that of the students in the high school Total Cohort from the school district of comparison.

~~Measure 25)~~Measure 34) Each year, the percent of students in the high school Total Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the school district of comparison.

**NCLB**

**Goal 5: Hyde Leadership Charter School performance will meet ~~NCLB-ESSA~~ accountability requirements.**

~~Measure 26)~~ Measure 35) Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted school improvement.

~~Measure 26)~~ 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.

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**High School Graduation**

**Goal 6: Hyde Leadership Charter School students will obtain high school degrees within four years.**

**Leading Indicators**

Measure 35) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits of the 44 needed for graduation.

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Measure 36) Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 or above on at least three different New York State Regents exams required for graduation.

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**Absolute Measures**

~~Measure 27) Measure 1) — Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits of the 44 needed for graduation.~~

~~Measure 28) Measure 1) — Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 or above on at least three different New York State Regents exams required for graduation.~~

Measure 37) Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.

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~~Measure 1) Measure 38) — and Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.~~

**Comparative Measures**

Measure 2) Measure 39) — 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.

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**College Preparation**

**Goal 7: Hyde Leadership Charter School will prepare students with the academic and socio-emotional skills required for success in college and in life.**

Measure 40) Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the

following indicators:

- o passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- o earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- o passing a College Level Examination Program (“CLEP”) exam;
- o passing a college level course offered at a college or university or through a school partnership with a college or university;
- o achieving the college and career readiness benchmark on the SAT<sup>3</sup>;  
or,
- o earning a Regents diploma with advanced designation; or,
- o a school-created indicator approved by the Institute.

Measure 41) Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Measure 42) Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.

Measure 43) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

~~Measure 3) — Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.~~

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~~Measure 4) — Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.~~

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~~Measure 5) — 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.~~

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~~Measure 6) — The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the district of comparison.~~

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~~Measure 7) — 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.~~

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<sup>3</sup> Currently, the College Board defines the Evidence-Based Reading and Writing Benchmark at 480 and the Math Benchmark at 530. [collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf](https://collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf), p3.

~~Measure 8) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.~~

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