Application: Hyde Leadership Charter School

Leslie Rich - lrich@hydebronxny.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Aug 2 2021

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

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 school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

HYDE LEADERSHIP CHARTER SCHOOL 320800860903

a1. Popular School Name

Hyde Leadership Charter School, Bronx

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 8 - BRONX

d. DATE OF INITIAL CHARTER

1/2006

e. DATE FIRST OPENED FOR INSTRUCTION

8/2006

h. SCHOOL WEB ADDRESS (URL)

https://www.hydebronxny.org/

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

960

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

989

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

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

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Hyde Institute
PHYSICAL STREET ADDRESS	616 High Street
CITY	Bath
STATE	EMEMEM
ZIP CODE	04530
EMAIL ADDRESS	lgauld@hyde.edu
CONTACT PERSON NAME	Laura Gauld

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

	Yes, 2 sites

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	730 bRYANT aVENUE, 4th Floor Bronx, NY 10474	718-991-5500	NYC CSD 8	K-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Celia Sosa	[redacted]		
Operational Leader	Stephen Trowbridge			
Compliance Contact	Lesl e Rich			
Complaint Contact				
DASA Coordinator				
Phone Contact for After Hours Emergencies				

m1b. Is site 1 in public (co-located) space or in private space?

Co-located Space

m1c. 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	N/A	No		No		Yes

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

730 Bryant Avenue Certificate of Occupancy.pdf

Filename: 730 Bryant Avenue Certificate of Occupancy.pdf **Size:** 158.4 kB

Site 1 Fire Inspection Report

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	830 Hunts Point Avenue Bronx, NY 10474	718-991-5500	NYC CSD 8	9-12	No

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Celia Sosa	[redacted]		
Operational Leader	Stephen Trowbridge			
Compliance Contact	Lesl e Rich			
Complaint Contact				
DASA Coordinator				
Phone Contact for After Hours Emergencies				

m2b. Is site 2 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 2 Certificate of Occupancy (COO)

High School Certificate of Occupancy.pdf

Filename: High School Certificate of Occupancy.pdf **Size:** 83.7 kB

Site 2 Fire Inspection Report

2979_001.pdf

Filename: 2979_001.pdf **Size:** 474.2 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Leslie Rich
Position	Controller
Phone/Extension	845-264-5451
Email	lrich@hydebronxny.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the NYSED CSO Fingerprint Clearance Oct 2019 Memo. Click YES to agree.

Responses Selected:

Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) 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. Click YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

[redacted]

Signature, President of the Board of Trustees

[redacted]

Date

Aug 2 2021

Thank you. 

Entry 3 Accountability Plan Progress Reports

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at Accountability Plan Progress Report template. After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021.**

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021.** SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the Annual Report Portal no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4a – Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at http://www.newyorkcharters.org/fiscal/. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4c – Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the $750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is $100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Completed Aug 2 2021 Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Leslie Rich	[redacted]	[redacted]

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	XiXi Dong	[redacted]	[redacted]	9

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 – Fiscal Year 2021-2022 Budget

Incomplete

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 Projected Annual Budget template in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, 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.

Instructions - SUNY authorized charter schools should download the 2021-2022 Budget and Quarterly Report Template on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed Aug 2 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: Disclosure of Financial Interest Form
- SUNY- Authorized Charter Schools: SUNY Trustee Financial Disclosure Form

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

Board of Trustees - Conflict of Interst & Financial Disclosure FY21

Filename: Board of Trustees Conflict of Int C2OvQZ9.pdf **Size:** 6.1 MB

Entry 7 BOT Membership Table

Completed Aug 2 2021

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Herbert Fixler	[redacted]	Chair	Executive	Yes	6	07/01/2020	06/30/2025	12
2	Herbert Kaplan		Secretary	Development	Yes	6	12/01/2020	11/30/2021	12
3	Maureen Singer		Treasurer	Finance	No	3	10/01/2020	06/30/2020	5 or less
4	Ruth Jarmul		Trustee/ Member	Development	Yes	1	02/01/2020	01/31/2023	12
5	Deborah Dumont		Trustee/ Member	Education	Yes	5	10/01/2020	09/30/2022	5 or less
	Chavon		Trustee/				04/01/2	03/31/2	

6	T. Sutton	[redacted]	Member	Finance	Yes	2	021	022	12
7	Tony Stoupas		Trustee/ Member	Facilities	Yes		02/01/2020	01/31/2023	11
8	Susan Engel		Trustee/ Member		Yes		03/01/2021	02/28/2024	12
9	Nick Ober		Trustee/ Member		Yes	1			5 or less

1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Current Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	John Espinosa	[redacted]	Trustee/ Member		Yes	1			5 or less
11									
12									
13									
14									
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	9
b.Total Number of Members Added During 2020-2021	2
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	10

3. Number of Board meetings held during 2020-2021

12

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed Aug 2 2021

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), 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 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 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 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
		Hyde Leadership Charter School strives to attract a comparable or greater enrollment from economically disadvantaged backgrounds 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

Economically Disadvantaged	Hyde Leadership Charter School is located in CSD 8. Hyde actively recruits students from districts 7, 8 & 9, all of which serve 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 eligible for free or reduced lunch in comparison to the CSDs from which we recruit.	Leadership Charter School is located in one of the poorest congressional districts in the country. It is with this knowledge that Hyde has instituted auxiliary services for its students and families such as a graduated alumni network and support system, food programs and utility cash assistance programs. Outreach and Promotional Activities: 1) All Staff emails 2) Common Online Application for All 3) Bi-lingual Applications(English and Spanish) 4) Active Parents notified through USPS (Letter with a paper application) 5) K-12 Information Sessions held at multiple locations throughout the winter and spring Communication Directives: 1) Emails: Parents, School Staff 2) Paper applications mailed to current parents 3) Flyers Phone Calls, School Website: http://www.hydebronxny.org/ Lottery Process: 1) Electronic, supported by a witness 2) Applications are accepted both online and manually and in Spanish and English 3) An electronic copy of the combined list is used for the lottery process 4) A pre-designed lottery generating software is used for the final lottery process

English Language Learners	Hyde maintains and strengthens our sub-group student populations by partnering with social and family services 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.	All recruitment materials are distributed in both English and Spanish. ELL services are described in detail on the applications. Services are presented to families at the Charter School Recruitment Fair.
Students with Disabilities	Hyde maintains and strengthens our sub-group student populations by partnering with social and family services 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.	Will attend upcoming Special Education Fair

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
		The principles of Universal Design for Learning guide Hyde’s instructional planning and delivery. More concretely, Hyde

Economically Disadvantaged	Hyde’s graduation rates for economically disadvantaged students continue to exceeded averages from the Bronx CSD 8, Bronx County, NYC DOE and state. Making Hyde an attractive and highly desirable school to attend. Additionally the supports we have for both students such as remote connection supports, family retreats and other tailored programs throughout the K-12 process aid in the retention of our economically disadvantaged families.	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.
English Language Learners	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.	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.

Students with Disabilities	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 8 guidance counselors and 29 special education teachers. 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. HLCS has 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.	In addition to providing professional development supports to the Special Education faculty, the school will now have several social workers on staff to aid with the mental health of our student population.

Entry 10 – Teacher and Administrator Attrition

Completed Aug 2 2021

Form for "Entry 10 – Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Charter schools must ensure that all prospective employees[1] receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers**. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers**. See NYSED memorandum dated October 1, 2019 at http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf or visit the NYSED website at: http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

Thank you. 

Entry 12 Organization Chart

Completed Aug 2 2021 Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart.** The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Hyde Org Chart

Filename: Hyde Org Chart.pdf **Size:** 10.3 kB

Entry 13 School Calendar

Completed Aug 2 2021

Instructions for submitting School Calendar

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the minimum instructional requirements as required of other public schools *"… unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

HLCS School Year Calendar 2021-2022

Filename: HLCS School Year Calendar 2021 2022.pdf **Size:** 4.0 MB

Entry 14 Links to Critical Documents on School Website

Completed Aug 2 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo);
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: Hyde Leadership Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://www.hydebronxny.org/
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.hydebronxny.org/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.hydebronxny.org/2021-22-reopening-plan/
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?year=2020&instid=800000059325
4. Lottery Notice announcing date of lottery	https://drive.google.com/drive/folders/16dR6yks5a9RW85q1ILPqrdiNmI5aH5_n
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://www.hydebronxny.org/2021-22-reopening-plan/
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.hydebronxny.org/our-school/
7. Authorizer-Approved FOIL Policy	https://www.hydebronxny.org/about-us/contact-us/
8. Subject matter list of FOIL records	https://www.hydebronxny.org/about-us/contact-us/

Thank you. 

Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on the MS Excel Staff Roster Template and provide the following information for ANY and ALL instructional and non-instructional employees.

•Full name for any and all employees
•TEACH IDs for any and all employees
•Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
•Date of hire and employment start dates
•Number of years each employee has had in their respective professions
•Number of years each employee has had in their current role in the charter school
•Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.

HYDE LEADERSHIP CHARTER SCHOOL

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 13th, 2021

by
Celia Sosa,
Executive Director

830 Hunts Point Avenue
Bronx, NY 10474

Celia Sosa, Executive Director prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Herbert B. Fixler	Chair	Executive, Strategic Planning, Education, Nominating, Human Resources, Finance/Audit/Investment, Marketing/PR/Advertising, Facilities, Development
Chavon T. Sutton	Vice-Chair	Executive, Strategic Planning, Education, Nominating, Finance/Audit/Investment,
Herbert M. Kaplan	Secretary	Nominating, Development
Tony Stoupas	Treasurer	Executive, Strategic Planning, Finance/Audit/Investment, Facilities
Ruth Jarmul		Marketing/PR/Advertising
Deborah Dumont		Executive, Education
Susan Engel		Strategic Planning, Nominating, Human Resources, Marketing/PR/Advertising, Development
Nicholas A. Ober		Human Resources, Marketing/PR/Advertising, Facilities
John P. Espinosa		Education, Finance/Audit/Investment

Celia Sosa has served as Executive Director since July 1st, 2021.
Stephen Trowbridge has served as Chief Financial & Operating Officer since April 19th, 2017.
Christine Moloughney-Froman has served as Elementary School Director (grades K-3) since November 16th, 2017.
Lex Zain has served as Chief Academic Officer since July 1st, 2021.
Ada Garcia has served as Middle School Director (grades 4-8) since July 1st, 2021.
Matthew Hittenmark has served as High School Director (grades 9-12) since July 1st, 2021.
Elizabeth Martin has served as Special Education Director since September 1st, 2013.
Valarie Hunsinger has served as Director of Development & Marketing since August 1st, 2017.
Elizabeth Hittenmark has served as Director of Student and Family Support since April 1st, 2006.

SCHOOL OVERVIEW

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 unique potential, and that school is a place for students to develop the skills and mindsets needed to become their best selves. 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.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	78	80	77	78	72	73	73	78	73	87	81	57	48	955
2017-18	81	83	82	83	77	77	73	75	79	33	109	62	63	977
2018-19	82	79	79	80	83	76	76	79	77	79	78	34	75	977
2019-20	80	83	80	78	78	78	75	75	77	88	77	24	83	976
2020-21	81	83	83	81	77	78	78	78	78	17	108	31	113	986

The School Enrollment by Grade Level and School Year table reflects BEDS Day enrollment numbers. Accountability Cohort numbers reflect enrollment for the cohorts as of June 30th. 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 entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere during the 2017-18 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS Day) in the 2020-21 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 SIRS Manual for more details about cohort eligibility and acceptable exit reasons: http://www.p12.nysed.gov/irs/sirs/ht)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9th 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 30th
2018-19	2015-16	2015	61	0	61
2019-20	2016-17	2016	64	1	63
2020-21	2017-18	2017	54	2	54

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation					
Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	61	0	61
2019-20	2016-17	2016	63	0	63
2020-21	2017-18	2017	54	0	54

Fifth Year Total Cohort for Graduation					
Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	0	0	0
2019-20	2015-16	2015	3	1	4
2020-21	2016-17	2016	6	1	7

PROMOTION POLICY

Hyde Leadership High School maintained its standard promotion requirements through the year. While learning was remote for the duration of the school year, each course was required to have 265 minutes of work each week. This included live remote instruction and asynchronous work.

Please reference the "Promotion Criteria" chart below for more detailed information on promotion criteria per grade level. All courses awarded a single credit after successful completion of learning standards and assessments.

The majority of courses offered this school year were the same as in years past. However, we added more semester-based courses and electives in order to give students more options for earning credits in core subject areas. Elective courses, arts courses and content-electives courses shifted to a semester model to establish consistency in credit awards of "1" credit, from ".5" which resulted in an increase in instructional minutes per course per semester. The added bonus of this shift allowed for more student choice per semester in course placement.

Completion of the following courses awarded an English credit: English I-IV, Rhetoric I-III, AP Seminar, AP Research, and AP Literature. The following courses awarded a math credit: Algebra I & II, AP Statistics, Computer Science through Statistics, Financial Literacy, Geometry, Intermediate Algebra, and Precalculus. History credits were awarded with successful completion to the following courses: African American History, Latin American History, AP US, AP World History, Civics and Economics, Global History I & II, and U.S. History. Science credits were awarded for: Anatomy and

Physiology, AP Computer Science Principles, Chemistry, Environmental Science, Kinesiology, and Living Environment. Arts credits were awarded for: Advanced Art, Advanced Dance, Advanced Band, Film, Intermediate Art, Intermediate Dance, Intro to Art, Intro to Performing Arts, Intro to Music, Music: Band and Visual Art. Spanish credits were awarded for: AP Spanish and Spanish I-III. Physical education and health credits were awarded through successful completion of those courses directly. Elective courses offered were: Activism Expression, Critical Media Literacy, and Theatre. Interdisciplinary courses that cover both subject learning standards fulfil a distribution requirement, but are awarded a single credit.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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

Goal 1: Leading Indicator

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.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

Promotion Criteria

10th Grade = 8 Credits, 11th Grade = 20 Credits (4 in English, 4 in Social 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)	
MATHEMATICS	6	Algebra (Common Core)	Geometry and Algebra II (Common Core)
SCIENCE	6	Living Environment	Chemistry or Physics or Earth Science
SOCIAL STUDIES	8	Global History, U.S. History	

HEALTH	1		
THE ARTS	2		
FOREIGN LANGUAGE	2		LOTE Exam + 6 Language Credits
PHYS. ED.	4		
ELECTIVES	7		
TOTAL	44	5	9

RESULTS AND EVALUATION

63% of Hyde students in their first year in the Total Graduation Cohort earned at least ten credits in 2020-21. 57% of Hyde students in their second year in the Total Graduation Cohort earned at least ten credits in 2020-21.
86% of the 2020 Cohort met the promotion criteria, and 61% of the 2019 Cohort met the promotion criteria.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2020 21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	77	61%
2020	71	86%

ADDITIONAL EVIDENCE

Hyde met this accountability measure for students in their first year but did not meet the measure for students in their second year. While the transition to remote learning did impact student performance, we have built various tools to help students complete additional credits over the course of the school year, summer, and into the next school year. We have created a robust, in-person, summer school program to assist students in attaining lost credits from the year. In accordance with the DOE student incomplete policy, our school is providing support and in-person instruction throughout the summer for students to resolve incompletes and master learning standards. While some rising sophomores received guidance in the enrollment in DOE summer school options, all students have the access to resolve semester 2 incompletes by the end of 2021-22 Fall Semester. Additionally, some students were provided the option to accelerate study via state approved online providers. While these are the promotion percentages based on June credits, we hope to have more students eligible for promotion at the end of August which would factor into 2020-2021 school year promotion outcomes.

Our promotion percentages from the 2018-2019 school year were 83% for students in their second year of high school and 81% for students in their first year. Accordingly, our first year student promotion increased this year despite the challenges posed by the pandemic. However, our

promotion percentage of students in their second year decreased. Students in this cohort have now been online for the majority of their high school term, which has impacted their school performance and affected credit accumulation. Additionally, credit criteria for promotion from sophomore to junior is more restrictive in terms of requirements for credit accrual in specific subject areas. Many students might have enough credits but not in the correct courses to be promoted. Again, our summer initiatives are designed to support more students to meet promotion criteria before the school year is officially completed.

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

Cohort	2017-18		2018-19		2019-20		2020-21	
	IEP Percent Promoted	Overall Percent Promoted	IEP Percent Promoted	Overall Percent Promoted	IEP Percent Promoted	Overall Percent Promoted	IEP Percent Promoted	Overall Percent Promoted
2016	46%	78%						
2017	100%	86%	43%	83%				
2018			85%	81%	31%	63%		
2019					75%	87%	25%	61%
2020							79%	86%

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient 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 Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

In 2020-2021, 91% of the students in the 2019 cohort passed at least three different New York State Regents exams required for graduation. 93% of students in the 2018 cohort completed this metric. For the 2017 cohort, 100% of students completed this metric successfully. Many of our students come in from Hyde's middle school with Regents credits in US History, Algebra, and Living Environment. This allows many of our students to take more advanced Regents courses starting their freshman year in high school. Due to this, students have more chances to obtain an Advanced Regents diploma. Additionally, we have started to work with students in lower grade levels earlier to encourage them to obtain the Advanced diploma.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	54	100%
2018	2019-20	61	93%
2019	2020-21	77	91%

ADDITIONAL EVIDENCE

Each cohort has improved in this metric. Students have also been supported by our robust team of educators who are experts in their content areas and have been working diligently on scaffolding and differentiation practices in order to reach all students.

Goal 1: Absolute Measures

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 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.[1]

The school's graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

Hyde met the four-year accountability metric but did not meet the five-year accountability metric. Students who are at risk of not graduating on time are worked with throughout the year with both

[1] The state's guidance for the 4+1 graduation pathway can be found here: http://www.p12.nysed.gov/ciai/multiple-pathways/.

academic and socioemotional support. Specific administration and counselors work with each student individually to address concerns and support students and their families. Our Family Education Dept. also worked diligently with families to ensure students had access to computing devices and the internet in order to be successful in graduation. We are working to create additional support systems for students in younger cohorts as well to proactively support them in credit accrual. Students in their fourth year also complete the Senior Process in which students work with their peers and staff to focus on their academic and emotional growth in their final year. This works as an additional support system to motivate students.

While we did not meet the requirements for the five-year graduation metric, we continue to work with our students who have not yet graduated to support them in obtaining their high school diploma or other routes to which they wish to graduate. Students and families are supported with regular check-ins from both academic staff and counseling staff.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	61	84%
2016	2019-20	63	87%
2017	2020-21	54	87%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	66	95%
2015	2019-20	61	95%
2016	2020-21	63	90%

ADDITIONAL EVIDENCE

During the 2021-2022 school year, we will be providing additional support to students with outstanding credits needed to graduate and work on addressing those needs earlier on in a student's high school career. Our summer school program is one tool we have created to help address credit issues. A new position, Dean of Student Engagement, has been created to provide additional support for students. Specifically, this role will create a program for students who are in their 5th year or more of high school. The Dean of Student Engagement will also create other opportunities for students to reinvigorate their interest in school and their education. The role will also work with younger students who are not making steady progress towards graduation support systems earlier on for students.

Goal 1: Comparative Measure

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

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

Hyde's 2020-2021 percentage of students who have graduated in four years is above that of the district for the cohorts 2015, 2016, and 2017. Each cohort has a graduation rate of over 20% higher than the district. Hyde has various support systems in place to support students with credit deficiencies, including academic and socioemotional support. Additionally, while it does not count in traditional graduation metrics, we have one student from the 2017 cohort who completed their High School Equivalency (HSE).

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.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	61	84%	1207	61%
2016	2019-20	63	87%	1893	66%
2017	2020-21	54	87%	1893**	66%**

***SY21 Data not yet published*

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: http://www.p12.nysed.gov/ciai/multiple-pathways/. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

N/A We did not have any students complete any pathway exams this year

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
NA			
NA			
NA			
Overall			

Pathway Exam Passing Rate
by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	61	**100%**
2016	2019-20	NA	NA
2017	2020-21	NA	NA

ADDITIONAL EVIDENCE

N/A We did not have any students complete any pathway exams this year. One student from the 2015 cohort took and completed the 4+1 pathway in January of the 2019-2020 school year. Note that a myriad of students have completed the Geometry and LOTE Regents and have proceeded to either get a Regents diploma or an Advanced Regents diploma.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

While we did not fully meet the metric of having 75% of students in the first and second years obtain 10 or more credits, we did have 86% of the students in their first year meet promotion criteria. Additionally, we hope that through internal and external summer schools, students will be able to obtain more credits during this school year.

We far exceeded the second metric of having 75% of students in the high school graduation cohort scoring at least a 65 on three different Regents exams by having 91% of students in the 2019

cohort, 93% in the 2018 cohort, and 100% of students in the 2017 cohort pass three or more Regents exams.

Our four-year graduation metric was met and passed by 12% as 87% of our 2017 cohort graduated this year. Furthermore, a student from the 2017 cohort completed their HSE. While it does not count in the traditional metrics, we think it is important to mention.

While we did not meet the metric of having 95% of students in their fifth year graduating, we are close at 87%. In addition, one student from the 2016 Cohort did complete their HSE this year.

Our graduation numbers well exceed that of the School district. The four year graduation cohort at our school had an 87% graduation rate compared to last year's District graduation rate of 66% (this year's data has not yet been published), a surplus of 21%.

Because we did not have any students in the graduating class complete an alternative pathway, that metric is not comparable.

Type	Measure	Outcome
Leading Indicator	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.	Partially Met
Leading Indicator	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 will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Met
Comparative	Each year, the percentage 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
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

Our graduation results have been consistently strong, with an average graduation rate of 90% since our first graduating class. Our plan for the 2020-21 school year is to implement new and continue existing practices proven to be successful, including but not limited to the following:

- **Office Hours:** All teachers are assigned office hours and are available two to four afternoons per week to assist students with their work.
- **Chromebooks:** Each student is issued a Chromebook at the start of the year and may take the device home to access and complete assignments. Additionally, over the course of the past year, we have worked with students and families to support access to the internet at home which will continue to help students over the next year.
- **Google Classroom:** All teachers are expected to create a Google Classroom for students so that homework and other assignments and resources can be posted. We have found that use of Google Classroom has improved the amount and quality of feedback and reduced turnaround time for grading assignments.
- **Increased Use of Educational Tools:** Over the past year and a half, we have found a plethora of effective educational resources to use in the classroom to assist students in their learning in school and outside of school. Many of these tools allow teachers to immediately see students' level of understanding of a topic and address needs in the moment.
- **Grade Updates:** Students and parents/guardians are given accounts to access their grades for each class through PowerSchool. Students can see assignments posted to their grade in real time. Departments have created timelines for turning work back to students so that they are able to get feedback in a useful time period.
- **Neighborhood Partnerships:** Hyde works with the local community to support our students in their continued growth.
- **Family Partnership**: 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, School Counselors, and Director of Student Support regularly meet with students to review accrued and outstanding credits and develop action plans in response to performance. The High School Director and School Counselor initially meet 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. The Family Education Department also works to ensure a connection between the school and families to improve student outcomes.
- **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.

- **Talking Points:** At the end of this school year we implemented the Talking Points app which allows for faster and increased communication between the school, teachers, students, and families.
- **MTSS Initiative:** Our Multi-Tiered System of Supports initiative will begin the 2021-2022 school year. This initiative will start with our 9th grade English and History teachers with the goal of expanding it each school year to other subject areas and grade levels. This is a tool to serve all students who are struggling in specific academic, behavioral, and socio-emotional areas in an inclusive setting. We aim to assess students, make instructional decisions based on identified needs, and provide systems of support for teachers to address needs in the classroom as well as for students in an individualized manner. We will begin with prioritizing specific New York State standards based on the identified student needs that overlap in content areas such as History and English. From there, we will work to create goals, methods, materials, and assessments aligned to those standards using UDL guidelines as well as differentiation specific to the subgroups we serve in our inclusive classrooms (Students with IEPs, Multilingual Learners, students with 504 plans, etc.) Data will be collected in various ways including the NWEA Map Growth multiple times in the academic year as well as teacher-made assessments, and quarterly benchmarks to identify learners who need support beyond Tier I. Those Tier II & III supports will be provided in a time-limited, individualized way with our Deans, counselors, Director of Student Supports and other administrative staff. Data will be analyzed in "reflection cycles" to continually monitor student progress and make adjustments to the supports where and when needed, being sure to create a school-wide system that fosters equity and inclusion.
- **Dean of Student Engagement:** This upcoming school year we are excited to add a new role to our team, the Dean of Student Engagement. This role will be responsible for supporting our students through various means including but not limited to: designing and implementing the Comeback Scholars Program for students who need 5+ years of high school, track student credit accrual, develop a comprehensive program for student internships and job shadowing, coordinate collective services and resources for each student in tandem with the student support team, and lead in house intervention professional development to support teachers in their support of students.
- **High School Literacy Specialist:** In addition to the Dean of Student Engagement, we are also adding a HS Literacy Specialist to support our MTSS initiative. This role will provide additional supports for students and teachers including but not limited to: proactively analyzing and identifying (based on data and classroom observations) goals and steps towards resolving the learning challenges of students as well as use of compensatory strategies such as assistive technologies, administer literacy assessments to monitor progress of systems, collaborate with the team to develop MTSS for tiers I, II, and III, coordinate monthly meetings with 9th grade Humanities teachers and others to discuss data points as found in NWEA, measure academic progress, provide professional development for staff, and lead Tier II and Tier III meetings with the team to create intervention plans for students.
- **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 College Counseling and Postsecondary Success, Dean of Student Engagement, School Counselors, and High School Director of Student Support regularly meet with students to

review accrued and outstanding credits and develop action plans in response to performance. The High School Director and Director of Student Support initially meet 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.

- **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 retake and pass required courses. The online platform used includes tools which allow students to track their progress in assigned courses.
- **SEL:** Time is built into all staff schedules each day specifically for counseling services and 1:1 assistance. Additionally, Discovery Groups and School Meetings provide time for students and staff to connect with each other.
- **Increased Elective Course Offerings:** In order to tap into varied student interests, Hyde is increasing the number of electives available including but not limited to: Latin American History, African American History, advanced arts courses, Critical Media Literacy, Activism Expression, and Theatre.
- **Increased Access to Advanced Courses:** Hyde offers seven different AP courses and assists students in completing College Now courses offered by the CUNY/SUNY school system to obtain college credit. We are now an AP Capstone school. We also have added advanced arts courses for students to continue to grow and challenge themselves in a multitude of ways.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

The college access program continues to evolve the programming in accordance with our student body. Our goal is to ensure that every graduate has the option to go to college and is provided support that fosters unique potential. Our services and partnerships seek to enhance the student experience as they explore all possible postsecondary options.

We partner with a number of organizations to provide access and support to our youth. They include POSSE, CollegeNow, Civic Builders, Get Schooled, and The Hunts Point Alliance of Children, The College Action Consortium of NY, and New York State Association for College Admissions Counseling, and National Association for College Admissions Counseling, National College Access Network, Rocking the Boat, The Opportunity Network, and The Options Institute. We have invited

City Year, AmeriCorps, and all branches of the armed forces to present to students. We continue to explore new partnerships that can enhance students' exploration of all postsecondary options.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

Our academic program is consistently evolving to meet the needs of our scholars and improve educational outcomes based on alumni data. In response, we have methodically increased our Advanced Placement options and access, supported students earlier in their pursuit of the Advanced Regents Diploma, and provided in-house support for SAT prep.

RESULTS AND EVALUATION

The 2020-21 AP data is not yet available to make a consistent comparison of growth. Previous AP Data has shown that our students have been most successful with the performance based exams such as AP Spanish, AP Computer Science Principles, AP Seminar, & AP Research. We continue to offer open access AP programming to all students and hope to increase enrollment for performance based courses for the 2021-2022 school year.

SAT School Day was held in 2020 for the cohort of 2017 where 23% achieved college ready score on their first attempt, due to Covid-19, many students did not retake or attempt the SAT. Many colleges chose to waive this requirement for the 2020 and 2021 admissions seasons which reduced incentive and need for students to sit for additional standardized exams.

We partner with The City University of New York's Hostos Community College through College Now. For the 2020-2021 school year 37 students enrolled in nine different courses with a 78% passing rate. Many students had to withdraw from enrolled courses due to Covid-19 related complications. The majority of students who found success in the online College Now program are from the 2018 cohort, our rising senior class. We continue to partner with the CUNY start program, College Now schools such as Hostos, Baruch College and Lehman College, and Monroe Colleges' Jumpstart program. Students attend these programs free of charge.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing with an Advancement Placement ("AP") exam with a score of 3 or higher	Complete Data Not Yet Available	Complete Data Not Yet Available	Complete Data Not Yet Available
Passing a college level course offered at a college or university through a school partnership with a college or university	6	6	100%
Achieving the college and career readiness benchmark on SAT	47	11	23%
Earning a Regents diploma with advanced designation	47	20	43%
Overall	47	23	49%

ADDITIONAL EVIDENCE

We are still awaiting the 2021 AP Data to fully compare this cohort to previous years, but are proud that 49% of students in the 2017 Accountability Cohort demonstrated college preparation by achieving one of the indicators above. We will continue to work with all students to track their progress towards an Advanced Regents Diploma, embed SAT prep in core math and English courses, and increase marketing of College Now enrollment deadlines. We have also expanded our AP Program to include the following courses to meet the needs of our diverse student body:

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, & Computer Science Principles

2017-2018: English Literature, U.S. History, Spanish Language & Culture, Statistics, World History, & Computer Science Principles

2018-2019: English Literature, U.S. History, Spanish Language & Culture, Statistics, World History, Computer Science Principles, Calculus AB, & Government

2019-2020: English Literature, U.S. History, Spanish Language & Culture, Statistics, World History, Computer Science Principles, and the AP Capstone program (AP Research and AP Seminar)

2020-2021: English Literature, U.S. History, Spanish Language & Culture, Statistics, World History, Computer Science Principles, and the AP Capstone program (AP Research and AP Seminar)

2021-2022: English Literature, English Language, U.S. History, Spanish Language & Culture, Statistics, World History, Computer Science Principles, and the AP Capstone program (AP Research and AP Seminar)

Goal 2: Absolute Measure

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.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

Hyde has implemented robust systems to gather, analyze, and act upon our graduated students' college matriculation and persistence data. By utilizing Naviance, National Clearinghouse Data, and

internal monitoring data we track, support, and mitigate impediments to students' success. The charts below reflect the percentage of students enrolled in college at any time during their first year after High School.

Our school has developed comprehensive Access and Success programs aligned to NCAN (National College Access Network) common measures for college access and success to strategically monitor student outcomes and pathways.

College Access Services Offered:

- Credit tracking toward graduation and advance regents attainment
- Specialized scheduling to maximize student academic profiles
- Bi-Weekly College Prep Sessions for 11th Grade Cohort
- Daily College Prep Classes for 12th Grade Cohort
- Family preparation session during summer
- One-on-One Counseling and partnership with family through the postsecondary process
- 50+ College Representative Visits per year
- 10-15 College Trips per year
- College application and postsecondary exploration online database through Naviance
- Support with completing college essays, applications, resumes, and supplements
- Support in completing FAFSA, TAP, Excelsior, EOP/HEOP and CSS Profile
- Evaluation and comparison of financial aid packages
- Supporting families with making the "best fit" decision by College Decision Day
- College interview preparation
- Tracking students through the college transition process (Course enrollment, roommate selection, loan counseling, etc.)
- Access to military, Job readiness and Gap Year programming
- Access and recommendations for Pre-Collegiate program
- Access to over a hundred scholarships
- Access to community and citywide enrichment programs
- Tracking, support, and guidance in enrollment with College Now & Jumpstart courses
- SAT/ACT preparation and resource support
- SAT/ACT registration and support
- ACCUPLACER preparation and scheduling
- Access to pre-collegiate programs
- Internship placement & Summer employment support
- Supporting students who attend community college with the transition and 4-year planning

College Success Services:

- Social media outreach and information sharing, email blasts, phone calls, site visits, and periodic mailings to maintain communication with alumni
- Financial planning meetings with families

- Organized alumni events throughout the year
- Mentorship pairing within the community or college campus
- Individualized support for alumni returning to college following a stop out
- Graduate school and career preparation events
- Webinars on financial aid, time management, and other pertinent topics
- Support with Transfers, Transcripts, re-enrollment, course selection, and resource allocation on campus.
- ACCES-VR Support
- Micro-grants allocated semesterly to support enrollment/persistence
- Student outcome monitoring by cohort

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	54	47	87%
2016	2019-20	56	51	91%
2017	2020-21	47	44	94%**

***Projected Matriculation Rate. Actual value will be updated on SY22 APPR.*

SUMMARY OF THE COLLEGE PREPARATION GOAL

Hyde is unable to calculate performance in two of these measures and did not meet the target of having 75% of graduating students demonstrate their preparation for college by one or more possible indicators of college readiness. However, that an average of 91% of students have matriculated into college over the past three years, including 100% of students in the 2016 cohort, speaks to our ability to prepare students for college and support them to take the important initial matriculation step. Due to the pandemic, many students have reconsidered their postsecondary aspirations, with some choosing immediate employment in order to support their families during such an uncertain financial atmosphere. We continue to support all our graduates as they pursue their unique potential.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	NOT MET
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	MET

ACTION PLAN

Hyde is determined to achieve all college-related measures. Below we have outlined our plan for the 2021-22 school year. This plan includes programs and practices that have proven to be successful and new strategies that address our observable gaps.

SAT Preparation: We partner with the College Board to host an SAT School Day. SAT prep books were distributed to all sophomore and Junior students free of costs. In addition we continue to spiral SAT instruction into our English III & IV curriculum, Rhetoric & Composition curriculum, and all Math curriculum. Students have the opportunity to review scoring metrics in Class and School Meetings, schedule 1:1 meetings with counselors, and sign-up for KHAN Academy and external SAT prep. Internal SAT and PSAT prep sessions are offered by Math and English teachers after school.

Robust Counseling Team: Our College Access and Success team is led by the Director of College Counseling & Post-secondary Success and consists of two College Counselors, and three Success Counselors. The Success Counselors role is a stipend position currently held by three staff members. We hope to institute a new cohorted support system which engages our Alumni as ambassadors to help support their peers in persisting through degree attainment. Our College Counselor to students' ratio is 30:1, which allows for more immediate access to tailored support. This resulted in an increase in College Now enrollment, Alumni led college visits, and improved data collection methods.

Financial Support: We recently codified our process for Alumni to receive micro-grants through an annual application process to assist Alumni with inhibiting costs such as travel, books, fees, and other resources. In the spring of 2019 we worked to establish the Robin P. Maitra Scholarship Fund in collaboration with his family in his memory. Grants are awarded to a senior who exemplifies the Hyde principles. We have awarded family support grants throughout the pandemic to assist with the purchase of groceries and cover possible travel expenses as well.

Early Decision/Early Action Boot Camp was open to all seniors and allowed students to learn about the process of applying to college via early action and early decision admissions. During this week we refined their college essays, researched schools and their individual requirements, and then began the common application process.

Director of College Counseling and Postsecondary Success: The re-introduction of this role is to refocus resources and support for our access and success programs. As we traverse the new policies of college admissions, financial struggles, mental health supports, and general reimagining of college-going culture, this role will serve as both a leader for our scholars and key adviser for our academic planning to assure that we are responsive and up-to-date in preparing our scholars for college and a career beyond.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

BACKGROUND

Curriculum

Hyde utilizes a rigorous, interdisciplinary, standards-aligned curriculum in grades K-8. Our English Language Arts curriculum is aligned with the Common Core State Standards (CCSS).

Our Elementary School literacy program, American Reading Company's ARC Core, is a basal alternative designed to turn balanced literacy into transformative literacy for both students and teachers. Organized into thematic units, ARC Core provides a carefully structured project-based learning process that ensures students are ready to meet the demands of college (or career) through extensive reading (both as a class and independently), multiple extended writing projects, and daily practice discussing both ideas and texts with peers.

The Elementary School continued to utilize American Reading Company's ARC Core as well as internally created ELA units. This year we developed internally created ELA units using the framework provided by Gholdy Muhammad's *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy.* The purpose of our identity unit was for K-3 students to be more intentional about naming their identities by engaging in multi-layered texts and using their knowledge of their identity to analyze representation in the media. Through action projects students identified ways to change our society to reflect an accurate representation of themselves in the media. Throughout the year, General Education, Special Education, Intervention and ENL teachers worked collaboratively to ensure equity and access for all students through weekly co-planning sessions as well as team meetings.

Our Middle School curricula, Houghton Mifflin Harcourt's (HMH) Into Reading for grades 4-5, and Into Literature for grades 6-8, provide an array of formative and summative assessments that allow teachers to examine the data and customize instruction for students, allowing both enrichment and intervention through leveled reading and small group instruction. The primary reading focus teaches students to use "signposts" to purposefully read and dig through thought-provoking texts, allowing them to synthesize ideas with their peers. Through thematic units, students engage with both literature and informational texts to explore an essential question. The unit culminates with a performance task and research-based project that ties in to the essential question. Furthermore, an online independent reading library that ranges from novels to leveled articles allows students to build stamina and apply skills learned through close reading with their teachers. Both curricula are aligned to the Common Core State Standards, and address the needs of teachers while equipping students with the reading, writing, speaking and listening skills required for success in the 21st century.

During the 2020-2021 academic year, we initially approached intervention through writing. Students explored units that were aligned to the ELA curriculum and common core standards and were social

studies themed. This allowed our younger students to be exposed earlier to social justice and history, which typically starts in the 6th grade. The courses focused on the art and process of writing, with a heavy emphasis on analyzing mentor texts, and then recreating a similar task with guidance and mini lessons from the teacher. To target reading in the Middle School, we implemented an online-based independent reading library (myOn by Renaissance Learning) that allows students to select from over 6,000 book titles. The library includes books in Spanish, books at different grade levels, and is interactive, which allows students to actively engage with the text and teachers to see what students are doing at all times. Students in need of Tier 3 Intervention started out the year with System 44, but unfortunately, were not invested in the program. As a result, we decided to pilot Lexia Learning's Core5 and PowerUp in March, which resulted in higher student investment and participation. In addition to our curriculum, teachers continued to implement our school's consistent literacy practices, focusing on explicit vocabulary instruction, the implementation of engagement and thinking routine, and mnemonics to support students in remembering some of these strategies when close reading a text and answering evidence-based short responses (SEE, PAM).

Instruction

K-3 students received Chromebooks for the school year. Hyde continued to maximize the use of technology (e.g. Zoom breakout rooms) in order to ensure that students continued to receive instruction through the use of high leverage co-teaching models such as parallel teaching, station teaching and alternative teaching during our remote program. We also fostered student collaboration through synchronous and asynchronous instruction.

In the Elementary School, teachers designed co-taught lessons that utilized various programs and tools to ensure accessibility, engagement with multi-layered texts, collaboration and discussion, and multiple opportunities for writing and speaking. Students also received foundational reading instruction in individual and small group settings both synchronously and asynchronously.

Platforms and programs used by K-8 teachers to engage students include the following:

- Google Classroom
- Google's G Suite
- ReadandWrite
- Nearpod
- EdPuzzle
- Screencastify
- Kami
- Zoom
- FlipGrid
- Vocaroo
- Mote
- IXL

- Text Databases:
  - NewsELA
  - Epic!
  - ARC Bookshelf

The Middle School followed a live synchronous model during remote learning, and all Middle School ELA classes were co-taught. ICT continues to be the norm for our students and teachers, which allows us to have fully inclusive class sections containing a balanced number of students with IEPs. During co-teaching, we focused on small group instruction across all grades to meet individual needs. In all grades and sections 4-8, we utilized station teaching frequently, which allowed teachers to focus on specific skills and push independent reading, in addition to differentiated instruction. This was possible through the use of breakout rooms in Zoom. When the 4th grade transitioned to in-person learning in April, we continued to use the same model, which enabled a low teacher to student ratio where students were grouped based on the level of support needed for the day's lesson. During online learning, we still maintained our consistent literacy practices, using this as an opportunity to heavily push speaking and listening by facilitating student discussions, rather than just a strong focus on writing. Co-teachers used parallel teaching to minimize the teacher to student ratio. In addition, office hours and conferences took place to ensure the needs of students were being met.

During remote learning, the ELA department used the following platforms to promote student engagement:

- Google Classroom
- Zoom
- Flipgrid
- Padlet
- Kami
- Nearpod

Assessment

The NY State ELA test was offered to Hyde remote students, and 27 students across grades 3-8 took the exam.

The Elementary School and Middle School also administered NWEA to assess standards mastery and growth. NWEA was administered two times in Elementary School (fall and spring) and three times in Middle School (fall, winter and spring). More information about this year's NWEA administration is detailed in the **Additional Context and Evidence** section below.

The Elementary School utilized the Independent Reading Level Assessment (IRLA), a formative assessment tool that delivers specific and actionable data that tells the teacher where a student's reading level is and why, and the sequences of skills/behaviors that he/she needs to learn next to accelerate growth in reading. The online IRLA toolkits and Foundational Skills toolkits enabled teachers to provide differentiated, targeted and efficient skills instruction embedded into 1:1

conferences and small groups. Additionally, the Elementary School utilized internal assessments, including quizzes, writing assignments and oral presentations to assess ELA standards.
During 2020-21, the Middle School primarily used the following exam to assess student growth and achievement in ELA: NWEA Map Growth, in-house assessments and HMH's Reading Inventory.

For the 2020-2021 school year, the Middle School ELA department decided to focus on reading growth while in remote learning, and administered three rounds of NWEA Map Reading Growth, as well as The Reading Inventory to track student growth. Teachers also used formative and summative assessments from the curriculum. Due to the number of conferences and restorative practices put in place to help students succeed, we also decided to track end of year performance by class.

Professional Development
Professional development programs were hosted virtually this school year. The beginning of the school year, professional development focused on Social-Emotional Learning and Trauma-Informed Instruction and Establishing School Culture in a Virtual Environment and Effectively Using Technology for Engagement. Throughout the year, topics focused on anti-racism, Culturally-Responsive teaching, best practices and instructional pedagogy in synchronous and asynchronous learning environments as well as co-teaching in the virtual environment and differentiation for SPED & ENL learners.

In the Elementary School, ELA Professional Development also centered around applying an equity framework to ELA unit planning, the Science of Reading, high leverage co-teaching in the remote setting, ELL support systems in the virtual classroom and supporting reading instruction and conferencing in the virtual classroom.
Virtual professional development sessions were offered to Middle School ELA teachers. Teachers received professional development on:

- Independent reading best practices
- Unit planning
- Backwards design
- Breaking down common core standards
- Creating effective checks for understanding
- Lesson modeling
- Grading for equity
- Rubric scoring for holistic grading
- Understanding the Reading Inventory
- Understanding NWEA Map Growth
- Using data to inform student conferences

2020-2021 Modality Summary

Hyde's Kindergarten through 8th grade started off the school year with a fully remote program. Hyde's K-8 online ELA instruction continued to create opportunities to engage students with the content and with each other in new and innovative ways. We committed to engaging students in critical thought and dialogue, and to ensuring that students received additional support through 1:1 conferencing. Our K-8 remote schedules reflected a blend of synchronous and asynchronous ELA instruction. In addition to live ELA lessons, teachers posted pre-recorded lessons and assignments in

Google Classroom and provided students with ongoing feedback utilizing various Edtech tools such as Kami, Motr, Flipgrid and Vocaroo. We utilized Zoom breakout rooms to support the various co-teaching models that would normally be deployed in traditional classroom settings and students also received small group conferencing at various points throughout the week in addition to structured class times.

The Elementary School, through the UDL lens, created virtual classroom spaces to promote access for all students. Visually engaging and interactive, these virtual spaces accommodated multiple learning styles through the use of images, audio and video recordings. Virtual classrooms were updated daily for students to readily access their synchronous and asynchronous instruction and class wide and individualized resources and activities. Learning activities were designed in such a way that there were multiple options for students to demonstrate what they know.

The Middle School fine-tuned its schedule throughout the year, in order to strike a healthy balance with screen time, work load, and the amount of support students received. The schedule included with consistent times for classes to meet virtually. In addition, regular conferencing on Wednesdays allowed students to have access to all of their teachers in a small group setting.

The number of conferences per student varied and increased as needed in order to provide additional services to Students with Disabilities, English Languages Learners and students who were in need of additional SEL and academic support. Additionally, Students with Disabilities and English Language Learners, with parental consent, received all mandated services.

Hyde welcomed back Kindergarten, 3rd and 4th grade students to a 4 days/week, in-person program in April 2021. Class cohorts remained the same, with co-teachers leading instruction virtually and in-person. The Elementary School schedule for ELA instruction remained unchanged as well, with one exception. Students who were in person received 1:1 and small group instruction in person. The Kindergarten ENL teacher worked with our in-person provisional Kindergarten ELLs to provide services. Students with Disabilities in K-8 who had mandated Occupational Therapy received the service in person. Additional mandated services continued to be provided remotely. Middle School students continued to work with the curriculum, but there was an increase in the number of students submitting work, as well as passing their class when they started to receive in-person support.

METHOD

During 2020-21, the school(s) primarily used NWEA to assess student growth and achievement in ELA. NWEA was administered two times in Elementary School (fall and spring) and three times in Middle School (fall, winter and spring). More information about this year's NWEA administration is detailed in the **Additional Context and Evidence** section below.

RESULTS AND EVALUATION

The 2020-2021 NWEA Grade Level Norms for ELA are below. In 3rd grade the number of students who were at or above the grade level norm when compared to the fall 2020 administration decreased. Factors influencing this outcome are discussed in the **Additional Context and Evidence** section below.

In grades 4-8, the number of students that were performing at grade level in the fall also ended the year performing at or above grade level. It is important to note that the 7th and 8th grades had more practice with standardized questions than the other grades, and as a result, they were able to significantly increase the number of students ending the year at or above grade level.

Hyde's students with disabilities in grades 3-8 continue to make growth as noted by exceeding the target in ELA by nine percentage points for the following measure: *median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.*

NWEA MAP ELA Growth: Grade Level Norms (2020 2021)

Grades	All Students				
	Number of Students (Fall - Spring)	No. Ss at or above GL Norm with Standard Error Fall 20	% GL Norm with Standard Error Fall 20	No. Ss at or above GL Norm with Standard Error Spring 21	% GL Norm with Standard Error Spring 21
3	54	32	59%	14	26%
4	75	29	39%	30	40%
5	76	36	47%	39	51%
6	64	25	39%	36	56%
7	71	31	44%	40	56%
8	73	41	56%	47	64%
All	413	194	47%	206	50%

The 2020-2021 Map Growth Summary for ELA is below. While we don't have a baseline to compare the met projected growth to, we are going to track the projected growth on a yearly basis, in order to analyze any patterns or correlations. We are going to analyze the in-person results of the met projected growth to the results below, which are from a year of remote learning.

NWEA ELA MAP Growth Summary Spring 2020 21

Grades	All Students	
	Percent **MET** Projected Growth at Year End	Number Tested
3	24%	54
4	49%	75
5	49%	76
6	47%	64
7	38%	71
8	56%	73

All	45%	413

End of Year Performance on 2020 21 NWEA MAP ELA Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested
3	20%	54	20%	54
4	27%	75	27%	75
5	30%	76	30%	76
6	34%	64	35%	63
7	48%	71	50%	68
8	51%	73	54%	69
All	36%	413	36%	405

ADDITIONAL CONTEXT AND EVIDENCE

Hyde's Kindergarten through 8th grade started off the school year with a full remote program. The Elementary School provided all K-3 students with a Chromebook bringing our K-8 program to full 1:1 computing. Students identified in need of internet connectivity were provided with mobile hotspots. However, students with mobile hotspots and/or their own internet provider continued to face connectivity issues during remote learning including but not limited to completing online assessments. In addition to connectivity issues, we found in the Elementary School that caregiver support influenced students' results during the fall administration of NWEA. Students reported much higher proficiency rates than they had in the past, which called into question the integrity of the results across all grade levels. Based on that fall administration experience, we made the decision not to administer the winter NWEA session and created a plan to offer the final administration of the school year in person. The participation rate for ELA in fall 2020 was 88%, while in the spring of 2021 only 64% of the students took the MAP Growth. Some families had concerns about their child attending an in person exam, which resulted in a decrease in the number of students who took the spring 2021 ELA MAP Growth Assessment. While the participation rate was higher in the fall, there were significant concerns around the integrity of the results related to caregiver influence. We believe that this influence resulted in a higher number of students who were at or above their Grade Level Norm in the fall of 2020, which a factor was contributing to the decrease in students who were at or above Grade Level Norm in the spring of 2021.

[2] Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found here. Refer to pages 15-16, tables 3.5 and 3.6.

The Middle School Reading Inventory results for 2020-2021 are below. Reading goals are individualized for the student, based on their current Lexile, and the points they are expected to increase in an academic year.

Reading Inventory Results 2020-2021					
Grade	4	5	6	7	8
Met/Exceeded Yearly Growth Goal	30%	50%	55%	52%	52%
Average Lexile Increase by Points	100	113	74	77	80

It is important to note for this exam that annual growth is determined by the fall Lexile Measure (see chart below for annual growth for students within the grade level band); the lower the original Lexile Measure is, the more points students are expected to grow in a year.

Annual Lexile Growth by Grade and Lexile Band					
Grade	4	5	6	7	8
Lexile Band	740-940	830-1010	925-1070	970-1120	1010-1185
Average Annual Lexile Growth	81-50	73-43	45-31	45-34	46-32

One important trend to note in the Reading Inventory data above is the increase in student growth over time. As students continue through Middle School, the percentage of students meeting or exceeding their yearly growth goals increases. This indicates the positive impact of our curriculum and instruction over time. Additionally, many students continue to make significant growth over the course of a year. These data also indicate that students are closing the gap between reading below grade level and reading on grade level over their time in our Middle School.

Below is the end of year performance of students in ELA courses. Due to some of the challenges from remote learning, we implemented many opportunities to support students in passing the course. Students enrolled at Hyde for at least two years continue to successfully pass their ELA course. The consistent practices we continue to implement in the classroom help students become familiar with the priorities implemented.

End of Year Performance on 2020-21 English Language Arts By All Students and Students Enrolled in At Least Their Second Year				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Course Passing	Number Tested	Percent Course Passing	Number Tested

4	91%	77	91%	77
5	92%	78	92%	77
6	77%	78	77%	77
7	91%	78	92%	75
8	77%	78	77%	74
All	86%	389	86%	380

SUMMARY OF THE ELEMENTARY AND MIDDLE SCHOOL 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. We have always believed in a culture of continuous improvement where student achievement and success has no limit even in the face of extreme circumstances, such as a global pandemic. Meeting two of the four measures below further fuels Hyde's determination to respond to the challenges created by COVID-19. Below we outline an action plan that is being implemented during the upcoming school year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps while taking into account the social-emotional toll COVID-19 has had on our community.

2020 21 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	413	45%	Not Met
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	299	55%	Met
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through	Students with disabilities[3]	50%	144	59%	Met

[3] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is five or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

8th grade general education students at the school.					
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[4]	2+ students	75%	405	36%	Not Met

ACTION PLAN

The Elementary School will implement a reimagined Multi-Tiered System of Supports (MTSS) in the 2021-2022 school. During phase one of implementation we conducted a needs assessment, identified priority focus areas and established our vision for MTSS. Utilizing Michael McSheehan and Loui Nelson's Reimagining MTSS Through UDL: A Practice Profile we identified Priority Standards and Prevention as the areas of focus for the 2021-2022 school year. Our vision statement is included below.

We seek to empower, collaborate, unify and liberate; however, with regard to student outcomes, our current reality does not reflect this. Our current system reflects a reactive approach to a multi-tiered system of support on an individualized basis. By year three of implementation, we seek to improve our systems and instruction with a goal of 80% of our students only needing Tier I support systems by developing a proactive approach to multi-tiered systems of support for all students. We aim for those in Tier 1 to be meeting the expectation in all markers in academics and SEL as measured by screeners and internal assessments. It is our aim that this includes students from all of our demographic markers (i.e. ELL, Gen and Special Ed, Race, Economic Disadvantage).

Regarding Priority Standards, the following selection criteria was established for a standard to be a priority standard at Hyde, the standard must have:

- endurance: support student success in school and work career beyond the particular grade
- readiness: be a prerequisite concept/skill needed to enter the next grade or course of study
- leverage: has application in more than one discipline
- does not support the mastery of another standard

Instructional leadership and grade level teams collaborated to select the following as Priority Standards for the 2021-2022 school year.

Priority ELA Standards for 2021 2022 School Year*			
Kindergarten	1st Grade	2nd Grade	3rd Grade
RI.K.2	RI.1.2	RI.2.2	RI.3.2

[4] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

RI.K.4	RI.1.4	RI.2.4	RI.3.4
RI.K.5	RI.1.5	RI.2.5	RI.3.5
RI.K.6	RI.1.6	RI.2.6	RI.3.6
RI.K.9	RI.1.9	RI.2.9	RI.3.9
RL.K.2	RL.1.2	RL.2.2	RL.3.2
RL.K.3	RL.1.3	RL.2.3	RL.3.3
RL.K.4	RL.1.4	RL.2.4	RL.3.4
RL.K.6	RL.1.6	RL.2.6	RL.3.6
RL.K.9	RL.1.9	RL.2.9	RL.3.9

* Additional Priority standards will be added during the August 2021 Professional Learning Institute and are subject to change based on the results from the ELA prevention screeners in September.

We have developed a practice of prevention in ELA which includes, selecting our prevention screener, (NWEA), designing a timeline for administering the screener (within the first three weeks of school and data cycle which includes analysis of the results, and progress monitoring. The results of the screeners will be used to inform the ELA scope and sequence to support Tier 1 high-quality core instruction. Researched based Literacy interventions will be used to support identified by the screeners as at risk for literacy outcomes (Tier 2).

To further strengthen our ELA program, the Elementary School has added a K-3 Literacy Instructional Specialist as part of the Academic Leadership Team who will support teachers with literacy instruction and curriculum planning by designing and leading professional learning related to using data to inform instruction, intervention, and curriculum.

In addition to the MTSS implementation we will have a robust Kindergarten Literacy program next year that will focus on explicit phonics instruction and specific initial sounds and sight words. The program has embedded activities connected to the curriculum and spirals all of the content. Additionally, teachers will employ stations teaching to reduce the student to teacher ratio and focus on specific phonics skills in each area.

In terms of assessment, the Elementary School will continue to use NWEA to assess ELA standards mastery and growth. We are also adding MAP Reading Fluency to measure oral reading fluency through an online, adaptive benchmark and progress monitoring assessment. The Elementary School will continue to use the Independent Reading Level Assessment (IRLA) to formatively assess students on reading.

Middle School will continue to use our common core based curriculum, Into Reading and Into Literature. In addition, all students in grades 4-5 will use Lexia's Core5 for intervention and enrichment, while students in grades 6-8 will use Lexia's PowerUp. Intervention classes in the 4th and 5th grade will focus on the adaptive software to provide the tiered intervention needed by student, along with the Rigby Leveled Guided Reading library provided with Into Reading, while students in grades 6-8 will use the adaptive software in one station for tiered intervention, and in the other station continue to learn about social justice through thematic units with essential questions. All students will continue to read independently and take quizzes on MyOn and Accelerated Reader from Renaissance Learning.

In planning for the return of in-person instruction, we will continue with ICT classrooms that are co-taught, along with the use of varied co-teaching models. We will continue to train teachers on

the implementation of our signature literacy practices, and backwards design in planning. Lastly, we will use eDoctrina from the start of the year to track standards mastery, as well as expose students in all grade levels to more standardized question practice.

In an effort to minimize the number of assessments students take in a year, we will no longer be using HMH's Reading Inventory, and instead will rely on NWEA Map Growth to determine reading levels and growth. We will be implementing a series of data conferencing cycles where teachers train students on how to interpret their data and set bite-sized goals.

Middle School teachers will continue to receive professional development focused on best practices, with an emphasis on engagement tools and backwards planning. Furthermore, teachers will receive professional development from Renaissance Learning to use their curricular resources to facilitate student reading comprehension growth. The Reading Coordinator, together with the instructional coach, will provide teachers with ongoing feedback and training, and the ENL coordinator will actively work with teachers to make the curriculum accessible to all. Lastly, there will be ongoing professional development in understanding data to guide instruction and monitor student progress towards standards mastery. Training will include learning how to interpret the data, using the data in your instruction, as well as teaching students to know, understand and be responsible for their data.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently 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.

METHOD

The high school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

60% of students in the 2017 Accountability Cohort passed with a score of 75 or a Level 4 on the Common Core exam, as the following table demonstrates. Hyde did not meet this goal for the 2017 cohort. In response, we have added a Literacy Specialist to the High School team as well as hired an ENL Specialist to assist students and teachers in obtaining the goal. This is similar to our previous APPR scores in 18-19 of 62%. Students however, were not able to take the ELA exam for the past few admissions due to them being cancelled or severely disrupted due to the pandemic. We are confident that we will be able to meet this goal in the future when students are given the opportunity to demonstrate their knowledge on the Regents exams. The Dean of Student Engagement will also be able to support students in reaching this metric.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort[5]

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	61	0	38	**62%**
2016	2019-20	63	3	40	67%
2017	2020-21	54	9	27	60%

Goal 3: Absolute Measure

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

METHOD

The high school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were

[5] Based on the highest score for each student on the English Regents exam

exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

We exceeded this goal by 16%. Our performance against this indicator correlates to our strong graduation performance and practices identified as informing our success in that area apply to this measure.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	61	0	57	93%
2016	2019-20	63	3	56	93%
2017	2020-21	54	9	43	96%

ADDITIONAL EVIDENCE

We are on track to continue to have all cohorts meet this goal by graduation. Our additional support structures described in the "Action Plan" above will help improve this metric even more.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	57	75%	56	93%**	54	96%**
2018	70	33%	62	63%**	61	65%**
2019			73	0	77	18%**
2020					71	0

***Calculation does not include exemptions. Percentage calculated using (c)/(a-b) from the previous table.*

Goal 3: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school 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 in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least 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 at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 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 readiness standard (currently scoring at Performance Level 4 and 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 high 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 AND EVALUATION

While we have fallen slightly short on this metric (48% instead of 50%) we are building more tools to support students in reaching this goal. We have met this goal in years past and believe that the effects of the pandemic impacted our performance against this metric. We look forward to being able to provide in person support this upcoming year to help students more effectively. While this does not compare to the district, we have historically performed above that of the district in this metric (district averages around 35%).

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	56	0	38	68%
2016	2019-20	43	3	23	58%
2017	2020-21	32	9	11	48%

ADDITIONAL EVIDENCE

We were close to meeting this metric and will continue to work towards reaching this metric in the following years. We are confident that the additional support structures described in the "Action Plan"will inform our progress against this metric in the years to come.

Goal 3: Growth Measure

Each year, 75 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 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.

METHOD

The high 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 graduation.

RESULTS AND EVALUATION

Hyde met this goal with 92% of students in the 2017 cohort who were not proficient in 8th grade achieving a Level 3 score or higher. Hyde has consistently met this metric in previous years as well.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	56	0	52	93%
2016	2019-20	43	3	37	93%
2017	2020-21	32	9	21	92%

ADDITIONAL EVIDENCE

Our school's performance against this measure continues to significantly surpass the goal. Our additional support structures described in the "Action Plan" above will help improve this metric even more.

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 is committed to a culture of continuous growth in this area.

The first metric, having 65% of students score at or above a 4 on the English Regents exam was not met, however, we were close to meeting the goal with 60%. This was undoubtedly affected by the cancellation of many Regents that would have allowed more students to retake the ELA exam and obtain higher scores. We have consistently met this metric in the past and expect to continue to meet this metric in the future.

The second metric, having 80% of students obtain a 3 or higher on the English Regents exam was met and exceeded (96%, a 16% increase over the goal). Hyde continually meets this metric and we expect to continue to meet this goal.

The metric of having 50% of students who did not score proficient in 8th grade score a 4 or higher on the English Regents was just short of being met (48%). Again, we believe this metric was affected by the cancellation of the Regents that prevented students from being able to retake the exam for a higher score.

The last metric in this area, we exceeded the goal of having 75% of students who did not score proficient in their 8th grade ELA score a 3 or higher on the ELA Regents by 17% with 92% of our students reaching this metric.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently 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.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 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 Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	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.	N/A
Comparative	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 at least partially meeting Common Core expectations.	N/A

Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 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 or exceed Common Core expectations (currently 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.	Not Met
Growth	Each year, 75 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 at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met

ACTION PLAN

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

High School Literacy Specialist: In addition to the Dean of Student Engagement, we are adding a High School Literacy Specialist to support our MTSS initiative. This role will provide additional support systems for students and teachers including but not limited to: proactively analyzing and identifying (based on data and classroom observations) goals and steps towards resolving the learning challenges of students as well as use of compensatory strategies such as assistive technologies, administer literacy assessments to monitor progress of systems, collaborate with the team to develop MTSS for tiers I, II, and III, coordinate monthly meetings with 9th grade Humanities teachers and others to discuss data points as found in NWEA, measure academic progress, provide professional development for staff, and lead Tier II and Tier III meetings with the team to create intervention plans for students.

Professional Development: The High School leadership team is focused on increasing teacher capacity to engage all students. We have revised our structure to include a Dean of Student Engagement and a Literacy Specialist, focused on working with teachers to maximize learning and engagement. In addition to internal professional development workshops, English teachers will continue to select relevant workshops at the National Conference of Teachers of English each year.

MTSS Initiative: Our Multi-Tiered System of Supports initiative will begin this upcoming school year. This initiative will start with our 9th grade English and History teachers with the goal of expanding it each school year to other subject areas and grade levels as a tool to serve all students which are struggling in specific academic, behavioral, and socio-emotional areas in an inclusive setting. We aim to assess students, make instructional decisions based on identified needs, and provide systems of support for teachers to address needs in the classroom as well as for students in an individualized manner. We will begin with prioritizing specific NYS standards based on the identified student needs that overlap in content areas such as History and English. From there, we will work to create goals, methods, materials, and assessments aligned to those standards using UDL guidelines as well as differentiation specific to the subgroups we serve in our inclusive classrooms (Students with IEPs, Multilingual Learners, students with 504 plans, etc.). Data will be collected in various ways including

the NWEA Map Growth multiple times in the academic year as well as teacher-made assessments, and quarterly benchmarks to identify learners who need support beyond Tier I. Those Tier II & III supports will be provided in a time-limited, individualized way with our deans, counselors, Director of Student Supports and other administrative staff. Data will be analyzed in "reflection cycles" to continually monitor student progress and make adjustments to the supports where and when needed, being sure to create a school-wide system that fosters equity and inclusion.

School-wide writing initiative: The English team continues to lead our writing initiative to ensure that students are prepared to write college level pieces including proper research citations in MLA and APA format. Consistent practice includes a cross curricular acronym and visuals focused on introducing, citing, and analyzing evidence as well as professional development workshops for the staff on writing across the curriculum.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

Curriculum
Hyde utilizes a rigorous, interdisciplinary, standards-aligned curriculum in grades K-8. Our mathematics curriculum is aligned with the Common Core State Standards (CCSS).

The Elementary School continued to use problem solving-based Cognitively Guided Instruction (CGI) and Bridges in Mathematics and Number Corner Programs from the Math Learning Center. The Math Learning Center developed technology-enhanced activities to support implementation regardless of setting. Tools were adapted to support crucial Bridges elements — interaction, discourse, collaboration, and sense-making for both synchronous and asynchronous instruction. The Math Learning Center also provided adjustments to the pacing of the math units to accelerate students' engagement with the major concepts of the grade level.

The Middle School used Bridges in Mathematics (Bridges) in grades 4th and 5th and Connected Math Project 3 (CMP3) for grades 6-8 for our core curricula. CMP3 is a problem-based curriculum, while Bridges provides similar complex problem solving but it offers more direct instruction and more practice of numeracy. This helps the 4th and 5th grade students wrap up their journey of "Numbers and Operations in Base Ten" and "Operations and Algebraic Thinking," which they started in Kindergarten. Students in the 4th and 5th grade spend a lot of time examining the relationship between numbers in order to help them master the four basic operations of Multiplication, Division, Addition and Subtraction of positive rational numbers. These skills prepare students for further number sense and the development of algebra. If any student continued to struggle after the implementation of either curriculum, the math team took note of that and addressed those concerns during our intervention classes. Math intervention teachers used a variety of curricular resources including released items from EngageNY, IXL, and the Certica bank of questions (NWEA style questions) from eDoctrina.

Instruction

All K-3 students received a Chromebook. During remote learning, students received live co-taught math instruction each day and asynchronous instruction 2x/week. Math instruction was enhanced by the digital tools designed by the Math Learning Center. K-3 teachers maximized the use of technology and provided instruction using high leverage co-teaching models such as parallel teaching during live math blocks. Collaboration and engagement amongst students occurred during synchronous and asynchronous instruction. The Elementary School used Zoom breakout rooms for small groups, FlipGrid to engage in discourse during the Number Stories block, a catalog of Math Learning Center's Math Apps that were designed as virtual representations of the manipulatives used in-person, Google Slides, Nearpod, and Kami to engage with interactive worksheets and IXL to provide additional practice of math skills. Additionally, each student was given a physical math kit containing the math materials and manipulatives they needed to support them in math instruction. To support English Language Learners, ENL teachers had weekly planning meetings with classroom teachers and were scheduled into live Math blocks 1 time/week.

In Middle School, co-teaching was the norm in all class sections. Additionally, we had an ENL teacher dedicated to supporting multilingual learners in math. The number of teachers in the department allowed us to continue with smaller math sections when we returned to remote instruction in August. As a school we attempted various schedules to support teacher and student personal struggles during the pandemic. In October we were able to develop a final schedule that was manageable for our staff members and our families. The math team returned to 2 teachers per class and one hour of math on M/T/TR/F. Similar to the spring we had conference and office hours that were used to help students struggling in the content. Different from the spring the content being delivered was again challenging and backed by our core and intervention curricula.

Assessment

The NY State Math test was offered to Hyde remote students and 26 students across grades 3-8 took the exam.

The Elementary School and Middle School also administered NWEA to assess standards mastery and growth. NWEA was administered two times in Elementary School (fall and spring) and three times in Middle School (fall, winter and spring). More information about this year's NWEA administration is detailed in the **Additional Context and Evidence** section below.

Additionally, the Elementary School utilized curriculum provided assessments, including the Bridges summative assessments and Number Corner checkup assessments to assess Math standards.

The Middle School administered the NWEA exam remotely three times (fall, winter, spring) to track student growth compared to national norms. Teachers exposed students to questions from our certica bank on a weekly basis in order to connect the learning in the classroom to the way questions were presented in the NWEA assessment. From previous years we noticed that students understood the content but struggled when the questions were presented in different ways. Introducing the content and NWEA style questions side by side helped close this gap.

Professional Development

Professional development programs were hosted virtually this school year. The beginning of the school year, professional development will focus on Social-Emotional Learning, Trauma-Informed Instruction, Establishing School Culture in a Virtual Environment and Effectively Using Technology for Engagement. Throughout the year, topics focused on anti-racism, Culturally-Responsive

teaching, best practices and instructional pedagogy in synchronous and asynchronous learning environments as well as co-teaching in the virtual environment and differentiation for SPED & ENL learners.

In the Elementary School, Math professional development centered on effective use of Bridges tools in the virtual classroom. Teachers received support as needed individually and in grade teams on using the virtual tools and adjusted Scope and Sequence provided by the Math Learning Center to adapt for the remote learning environment. Additionally, teachers received support on developing math assignments and assessments via programs such as Kami, Nearpod, and Google Slides.

The Middle School math team continued to use their strength in technology to deliver challenging lessons in order to promote student growth. Now with the understanding of remote learning, teachers started to find ways to develop more virtual access for students. The use of Google Slides, Smart Notebook, Nearpod, Padlet and Kami helped students and teachers communicate instantaneously. These platforms allowed students to follow a set of prepared slides, along with the teacher. In addition, it allowed teachers to administer checks for understanding using various engaging tools, set students up in groups, and implement collaborative slides, amongst other instructional tools. As a team we spent much of the time in August training each other on the use of these various softwares. In previous years when we introduced the software one of the teachers will become the go-to person for help. In the remote setting this person was able to train others in all the intricacies of the software. Teachers on the team also attended professional development offered by these companies in order to take full advantage of the software. Other providers of professional development like the Charter Center, and Math in the City implemented on-line professional development. This helped teachers looking for math content specified, ICT and ENL PD"s to continue to develop their craft by attending these professional developments.

2020-2021 Modality Summary

Hyde's Kindergarten through 8th grade started off the school year with a fully remote program. Hyde's K-8 online Math instruction continued to create opportunities to engage students with the content and each other in new and innovative ways.

Our K-3 remote schedules reflected a blend of synchronous and asynchronous Math instruction. In addition to live Math lessons, teachers posted pre-recorded lessons and assignments in Google Classroom and provided students with ongoing feedback utilizing various EdTech tools such as Kami, Flipgrid and Vocaroo. We utilized Zoom breakout rooms to support the various co-teaching models that would normally be deployed in traditional classroom settings. Through the UDL lens, created virtual classroom spaces to promote access for all students. Visually engaging and interactive, these virtual spaces accommodated multiple learning styles through the use of images, audio and video recordings. Learning activities were designed in such a way that there were multiple options for students to demonstrate what they know.

Hyde welcomed back Kindergarten, 3rd and 4th grade students to a 4 days/week, in-person program in April 2021. Class cohorts remained the same, with co-teachers leading instruction virtually and in-person. The Elementary School schedule for Math instruction remained unchanged as well, with one

exception. Students who were in-person received problem solving-based Cognitively Guided Instruction (CGI) live.

METHOD

During 2020-21, the school(s) primarily used NWEA to assess student growth and achievement in Math. NWEA was administered two times in Elementary School (fall and spring) and three times in Middle School (fall, winter and spring). More information about this year's NWEA administration is detailed in the **Additional Context and Evidence** section below.

RESULTS AND EVALUATION

The 2020-2021 NWEA Grade Level Norms for Math are below. In 3rd grade we saw a drop in the number of students who were at or above the grade level norm when compared to the fall 2020 administration. Factors influencing this outcome are discussed in the **Additional Context and Evidence** section below.

Hyde's students with disabilities in grades 3-8 continue to make growth as noted by exceeding the target in ELA by 24 percentage points for the following measure: *median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.*

NWEA MAP Mathematics Growth: Grade Level Norms (2020 2021)

Grades	All Students				
	Number of Students (Fall - Spring)	No. Ss at GL Norm with Standard Error Fall 20	% GL Norm with Standard Error Fall 20	No. Ss at GL Norm with Standard Error Spring 21	% GL Norm with Standard Error Spring 21
3	56	28	50%	8	14%
4	74	39	53%	49	66%
5	78	34	44%	33	42%
6	77	29	38%	28	36%
7	62	45	73%	48	77%
8	77	39	51%	57	74%
All	424	214	50%	223	53%

With three administrations of the NWEA, students and teachers are invested in tracking their growth. After the first administration in the fall and a reflection, students analyze their growth goals. The system sets a goal and the teacher helps the student understand the growth areas and skills needed to successfully meet the goal.

NWEA Math MAP Growth Summary Spring 2020 21

Grades	All Students	
	Percent **MET** Projected Growth at Year End	Number Tested
3	5%	56
4	41%	74
5	33%	78
6	57%	77
7	55%	62
8	55%	77
All	41%	424

End of Year Performance on 2020 21 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[6]	Number Tested	Percent Proficient	Number Tested
3	11%	56	11%	56
4	31%	74	31%	74
5	31%	78	32%	77
6	32%	77	40%	76
7	66%	62	60%	59
8	61%	77	67%	73

[6] Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found here. Refer to pages 15-16, tables 3.5 and 3.6.

All	39%	424	41%	415

Students enrolled at Hyde for at least two years continue to successfully pass their math course. The consistent practices we continue to implement in the math classroom helps students become familiar with the priorities implemented. During our yearly planning, teachers analyze the content and standards of one grade above and one grade below. With the knowledge in mind they are to design a clear mathematical path for our students. As the students move through the math program we are able to close the achievement gap.

End of Year Performance on 2020-21 Mathematics
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Course Passing	Number Tested	Percent Course Passing	Number Tested
4	84%	77	84%	77
5	92%	78	92%	77
6	96%	78	96%	77
7	82%	78	83%	75
8	73%	78	73%	74
All	86%	389	86%	380

In the 8th grade, the state granted students who passed the Algebra I course an exemption for the Algebra I Regents exam.

8th Grade Regents Exemptions	Algebra I
Total Students	78
Total Students Exempt	57

Based on this exemption, 57/78, or 73%, of eighth graders were considered proficient in Algebra I.

ADDITIONAL CONTEXT AND EVIDENCE

Hyde's Kindergarten through 8th grade started off the school year with a fully remote program. The Elementary School provided all K-3 students with a Chromebook bringing our K-8 program to full 1:1 computing. Students identified in need of internet connectivity were provided with mobile hotspots. However, students with mobile hotspots and/or their own internet provider continued to face connectivity issues during remote learning including but not limited to completing online assessments. In addition to connectivity issues, we found in the Elementary School that caregiver support influenced students' results during the fall administration of NWEA. Students reported much higher proficiency rates than they had in the past, which called into question the integrity of the results across all grade levels. Based on that fall administration experience, we made the decision not

to administer the winter NWEA session and created a plan to offer the final administration of the school year in person. The participation rate for Math in fall 2020 was 86%, while in the spring of 2021 only 62% of the students took the MAP Growth assessment. While the participation rate was higher in the fall, there were significant concerns around the integrity of the results.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCHOOL MATHEMATICS GOAL

We are committed to providing the resources needed for our students to become proficient mathematicians. We have always believed in a culture of continuous improvement where student achievement and success has no limit even in the face of extreme circumstances, such as a global pandemic. Meeting two of the four measures below further fuels Hyde's determination to respond to the challenges created by the pandemic. Below we outline an action plan that is being implemented during the upcoming school year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps while taking into account the social emotional toll the pandemic has had on our community.

2020 21 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	424	41%	Not Met
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	294	73%	Met
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[7]	50%	145	74%	Met
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according	2+ students	75%	415	41%	Not Met

[7] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

to the most recent linking study comparing NWEA Growth to New York State standards.[8]					

ACTION PLAN

The Elementary School will implement a reimagined Multi-Tiered System of Supports (MTSS) in the 2021-2022 school. During phase one of implementation we conducted a needs assessment, identified priority focus areas and established our vision for MTSS. Utilizing Michael McSheehan and Loui Nelson's *Reimagining MTSS Through UDL: A Practice Profile* we identified Priority Standards and Prevention as the areas of focus for the 2021-2022 school year. Our vision statement is included below.

We seek to empower, collaborate, unify and liberate; however, with regard to student outcomes, our current reality does not reflect this. Our current system reflects a reactive approach to a multi-tiered system of support on an individualized basis. By year three of implementation, we seek to improve our systems and instruction with a goal of 80% of our students only needing Tier I support systems by developing a proactive approach to multi-tiered systems of support for all students. We aim for those in Tier 1 to be meeting the expectation in all markers in academics and SEL as measured by screeners and internal assessments. It is our aim that this includes students from all of our demographic markers (i.e. ELL, Gen and Special Ed, Race, Economic Disadvantage).

[8] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

Regarding Priority Standards, the following selection criteria was established for a standard to be a priority standard at Hyde, the standard must have:

- endurance: support student success in school and work career beyond the particular grade
- readiness: be a prerequisite concept/skill needed to enter the next grade or course of study
- leverage: application in more than one discipline
- does not support the mastery of another standard

Instructional leadership and grade level teams collaborated to select the following as the Math Priority Standards for the 2021-2022 school year.

Priority Math Standards for 2021 2022 School Year*

Kindergarten	1st Grade	2nd Grade	3rd Grade
K.OA.1 K.OA.2 K.OA.3 K.NBT.1 K.MD.2 K.MD.3 K.G.1 K.G.4 K.G.5 K.G.6 *Counting & Cardinality standards to be prioritized during August Professional Learning Institute.	1.OA.2 1.OA.3 1.OA.6 1.OA.7 1.NBT.1 1.NBT.3 1.NBT.4 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.2 1.G.3	2.OA.1 2.OA.3 2.OA.4 2.NBT.2 2.NBT.3 2.NBT.5 2.NBT.7 2.NBT.8 2.MD.2 2.MD.5 2.MD.7 2.MD.8 2.MD.10 2.G.1 2.G.2 2.G.3	DATA PENDING(WILL BE UPDATED BY 7/30)3.OA.3 3.OA.4 3.OA.5 3.NBT.1 3.NBT.2 3.NBT.3 3.MD.1 3.MD.2 3.MD.3 3.MD.4 3.G.1 3.G.2 *Fraction standards to be prioritized during August Professional Learning Institute.

* Additional Priority standards will be added during the August 2021 Professional Learning Institute and are subject to change based on the results from the ELA prevention screeners in September.

The Elementary School has developed a practice of prevention in Math which includes, selecting our prevention screener, (NWEA), designing a timeline for administering the screener (within the first three weeks of school and data cycle which includes analysis of the results, and progress monitoring. The results of the screeners will be used to inform the Math scope and sequence to support Tier 1 high-quality core instruction. Bridges Intervention will be used to support students identified by the screeners as at risk for math outcomes (Tier 2). Bridges Intervention is organized by content rather than grade and progress monitoring is a key feature of this program. Intervention sessions will be matched to student needs.

To further strengthen our math program, the Elementary School has added a K-3 Math Instructional Specialist as part of the Academic Leadership team who will support teachers with math instruction and math curriculum planning by designing and leading professional learning related to using data to inform instruction, intervention, and curriculum. A K-3 Math Intervention Teacher has also been added to the academic structure. This role will provide

strategies for teaching and supporting students in the math skills needed to learn mathematical concepts, problem-solving and algebraic thinking skills.

Bridges for Mathematics (Bridges) in grades 4 and 5 and Connected Math Project 3 (CMP3) for grades 6-8 will continue to be our core curricula for the 2021-2022 school year. The intervention curriculum for the 2021-2022 school year for grades 4-7 will be Map accelerator, IXL, standardized practice questions from prior released question state exams and Certica bank of questions that relates to the NWEA exam. Both intervention and core teachers have to strike a balance between practices, task and standardized type questions. The math team in grades 4, 7 and 8 were able to increase the number of students meeting the NWEA grade level norms. Continuing to expose students to various types of questions will continue to increase the number of students who meet the grade level norms in the spring administration of the NWEA.

In preparation for in-person learning, the math team will start the year focusing on Social Justice, lesson delivery, and technology usage. We are choosing financial literacy as our act of Social Justice for the 2020-2021 school year. We are teaching "Financial Literacy Fridays" in order to promote better understanding of finances through a math lens. We are looking to increase the engagement in our classes by connecting the weekly objectives to the Friday literacy lessons. Continuing to work on the lesson delivery through unit planning, increasing student engagement and technology training will ensure students continue to successfully pass their respective math course.

Middle School students will complete the NWEA MAP assessment in Math three times throughout the school year. Teachers will use the results to plan for differentiated instruction, develop interventions for struggling students, and determine what students are ready to learn next. The first administration will occur at the beginning of the school year regardless of setting. The initial administration will be used as a diagnostic in order to determine students' grade level and targeted areas of focus. Intervention teachers will analyze the data and then work in collaboration with the math coach to plan individualized student learning tracks and align individualized intervention plans.

For the past three years we have tracked the projected proficiency provided by the NWEA data reports. This being the second year of no state exam administration we felt the data was not reliable and will track the projected proficiency for the upcoming 2021-2022 school year.

In Grades 4-8, we remain 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. We have added a math department chair and a 4th grade level liaison who will lead the professional development plan for the upcoming school year. The chair, the liaison and the coach will work closely to streamline mathematical practices.

We've committed significant resources to growing the skill of our faculty in response to student needs through individualized professional development tracks for teachers. We have 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 a teacher to the intervention team. 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.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will 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.

METHOD

The high school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

67% of students in the 2015 Accountability Cohort at Hyde passed with a score of 80 or Level 4 on the Common Core Exam, as the following table reflects. Hyde met this metric. We have been working with the math department to make a more robust curriculum and to ensure that courses are created and run with equity and inclusion in mind.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	61	0	16	**26.23%**
2016	2019-20	63	5	17	29.31%

2017	2020-21	54	27	18	67%

Goal 4: Absolute Measure

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

METHOD

The high school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Hyde far exceeded this metric with 98% of students in the 2017 cohort obtaining a 3 or higher on a Math Common Core Exam, 18% higher than the goal. Hyde has consistently surpassed this metric.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	61	0	57	**93%**
2016	2019-20	63	5	53	91.4%
2017	2020-21	54	6	47	98%

Goal 4: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 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 readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

We are unable to evaluate this metric as we did not have sufficient data for the 2017 cohort due to the majority of our 8th grade students taking the Algebra Common Core Exam their 8th grade year and not the 8th grade math exam.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	54	0	4	7%
2016	2019-20	NA	NA	NA	NA**
2017	2020-21	NA	NA	NA	NA**

*** Students took CC Algebra Regents as 8th Graders*

ADDITIONAL EVIDENCE

We are unable to evaluate this metric as we did not have sufficient data for the 2017 cohort due to the majority of our 8th grade students taking the Algebra Common Core Exam their 8th grade year and not the 8th grade math exam. However, we will continue to work with the Math Department to grow in this metric.

Goal 4: Growth Measure

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

METHOD

The high school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

We are unable to evaluate this metric as we did not have sufficient data for the 2017 cohort due to the majority of our 8th grade students taking the Algebra Common Core Exam their 8th grade year and not the 8th grade math exam.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [9]

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	56	0	54	**96%**
2016	2019-20	NA	NA	NA	NA**
2017	2020-21	NA	NA	NA	NA**

*** Students took CC Algebra Regents as 8th Graders*

ADDITIONAL EVIDENCE

We are unable to evaluate this metric as we did not have sufficient data for the 2017 cohort due to the majority of our 8th grade students taking the Algebra Common Core Exam their 8th grade year and not the 8th grade math exam.

[9] Based on the highest score for each student on the mathematics Regents exam

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

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

Hyde met the first metric of having 65% of students in the high school Accountability Cohort meet or exceed the Common Core score of 4.

Hyde also met the second metric of having 80% of students in the Accountability Cohort score a 3 or higher on a Common Core Math exam. We exceed this metric by 18%.

The other metrics we are unable to measure due to the cancellation of the Regents exams as well as our 8th grade students taking the Algebra regents instead of the 8th grade math exam.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort 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.	Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	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 at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 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 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.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

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.

Professional Development: At the end of this school year, teachers developed individual growth plans with their supervisors that align with goals and areas for improvement for the upcoming year as well as identifying Summer Action steps to begin to reach those goals. As part of these plans, Math teachers select relevant workshops at the National Conference of Teachers of Mathematics each year. We have a robust support model that will allow teachers to get target feedback on their pedagogy and how it affects student performance.

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. In working with the Dean of Student Engagement, we are developing experiential learning opportunities that will allow students to experience math in and around NYC to foster deeper understanding. Additionally, the past year and a half of being remote has increased our teachers and students comfort level in using other technologies that provide immediate feedback to both the teachers and the students so that action steps can be taken to improve student learning outcomes.

Increase Math Regents Pass Rate: The math team is working to increase the pass rate on Common Core Math exams by targeting students for small groups and one-to-one support during office hours after school. In advance of the January and June 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 and Google Classroom) 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.

Increased Math Course Options: To provide students with a wide range of available math courses we have increased the number of math courses offered from seven to nine courses. Some of these courses are semester based and allow students to interact with new math concepts that they might not have access to in a traditional math class.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

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

BACKGROUND

All students experience rich scientific content through an interdisciplinary approach and relevant experiential project based learning aligned to NYS Next Generation Science Standards.

Curriculum

In Grades 4-7 McGraw Hill Inspire Science sparks students' curiosity through fascinating real-world phenomena. Students investigate, problem-solve, argue, and discuss scientific phenomena to make sense of the world from their perspective. The Inspire Science experience is structured in alignment with the 5E Instructional Framework. Instructional resources and practices aligned to this familiar framework empower educators to provide equitable science experiences for all learners through flexible approaches and research based scientific best practices.

McGraw Hill Inspire Curriculum puts students in charge of their learning and enables teachers to seamlessly guide their students on an instructional path that embodies consistent teacher-student partnership. Teachers and students are engaged in daily meaningful interactive learner engagement routines, practices, and strategies that provide students the opportunities for deeper understanding and greater student achievement through NGSS and STEM based instructional initiatives, game-based learning for STEM Education, and consistent Formative Assessments of student understanding. Such Formative Assessment of students build and provide evidence of understanding of scientific skills as they clarify, share, discuss and access scientific tasks. Students are able to provide feedback that moves learning forward, motivates and uses learners as instructional resources for one another.

Aligned to the Next Generation Science Standards and the NEW NYS 6-8 Science Learning Standards, New York Inspire Science is intentionally designed to gradually build knowledge and skills in all three dimensions according to the New York City Scope and Sequence. As students' progress through the program, their scientific knowledge builds from simpler concepts to more sophisticated ones. Learning progressions are specifically designed to build on prerequisite skills. For instance, students need to understand the water cycle before learning about how the environment is impacted by humans. In addition, modules are grouped into intuitive units so that related bundles of Performance Expectations may be explored together.

This Science Curriculum also provides justice centered reasoning and investigations that affords important opportunities for students to engage in topics and projects that support equitable learning tasks involving environmental science, engineering practices, and solidifying the core scientific knowledge based on the content being taught. This structure and presentation contributes and leads to the learning of relevant science topics, thoughtful and meaningful investigations that awakens students' curiosity and intuitiveness. These instructional tasks are aligned to core information and standards and are stored in an electronic library that updates monthly. Students are also able to

explore the crosscutting concepts as one of the three dimensions described in the Framework and the Next Generation Science Standards, which is a crucial critical role for science teaching and learning. Particular attention is given to how the crosscutting concepts can serve as tools to make sense of phenomena and design solutions to problems and how they can broaden access to science for all students.

In Grades 5-7 students experience an elective course offering solid Engineering Practices in Robotics through the EV3 Curriculum. This is a curriculum module designed to teach core computer-programming logic and reasoning skills using a robotics-engineering context. This course offering is enhanced in alignment with the Code.org® Computer Science online curriculum. This curriculum provides a structured sequence of programming activities in real-world project-based contexts. These projects are designed to get students thinking about the patterns and structure of not just robotics, but also programming and problem-solving more generally. Students' learning and understanding are assessed formatively and with a final summative project product.

In preparation for Living Environment Course Grade 8, students use McGraw Hill, New York Living Environment eCurriculum. This curriculum offers students a rigorous relevant interactive core content in correlation with the course expectations of NYS Living Environment Regents. Students are provided with a sequenced integration of audio, links to digital assets and access to Living Environment virtual labs, editable launch labs, mini labs, and bio labs for all learners and learning needs.

METHOD

Students had the opportunities for discovery through an anchor phenomenon that guides and leads students to inquire and investigate through 5Es, 5Ws and explore the 5cs.

Students accomplished learning tasks and investigations by creating intuitive, engaging, efficient, and effective learning experiences grounded and alignment to current research. This instructional pathway prepares students for standards based formative and summative assessments. This eCurriculum also afforded teachers the opportunity to create clear instructional vision for successful planning and implementation of authentic scientific project based learning and helped in getting systematic support for students with synchronous and asynchronous learning. The game based practices brought joy and strong engagement during independent and asynchronous instructional sessions.

The learning pathway ensured that critical decisions affecting teaching and learning were clearly defined with academic goals as a driver of planning and implementation. Teachers established an appropriate timeline for executing lessons. The learning pathway also ensured that all necessary instructional needs such as student support, staffing, technology requirements, and ongoing professional development were in place.

Assessment

Teachers administered standards based teacher prepared formative instruments of assessments for grades 4-8 assesses students' weekly, monthly, and quarterly academic performance in both core science and robotics. NWEA was used as the summative instrument twice, in the fall and in the spring. Teachers created and administered summative assessments for grades 4 and 8 were created with strict adherence to the NYS 4th Grade Assessment and Living Environment Regents. Assessments created were as follows: Authentic standards based daily, formatives and summative assessments,

supported academic needs in distance learning, and project-based learning will be a major focus in the teaching of science. Thus, assessment focused on grading for equity to assess students' applicant of practices, strategies, and learning growth that demonstrate their knowledge and the value of learning. The 2020-2021 NWEA Map Science Growth Grade Level scores indicate that students on all grade levels that met the standard norm increased. This increase is as a result of the weekly, monthly and end-of-unit, teacher created and MCGraw Hill standardized formative assessments administered in the remote learning environment.

Professional Development

Professional development opportunities included offsite virtual professional development offerings at the NYC Charter Center, building-led sessions facilitated by administrators during bi-weekly curriculum meetings and teacher leaders as well as during one-to-one or co-teaching coaching sessions, curriculum meetings, and department meetings. Bi-weekly, curriculum meetings and direct lesson debriefs sessions were ongoing. These sessions provided teachers with relevant practices and strategies to better support the teaching and learning of general science, application of online robotics coding and program as well as navigation of Gizmo virtual labs.

RESULTS AND EVALUATION

In grades 4-8, 85% of the students passed their respective science course. Except for grade 7 all students who are at least enrolled in our school for two years demonstrated a higher passing rate than students who are enrolled for year 1.

End of Year Performance on 2020-21 Science
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Course Passing	Number Tested	Percent Course Passing	Number Tested
4	81%	77	81%	77
5	82%	78	83%	77
6	95%	78	95%	77
7	81%	78	81%	75
8	85%	78	84%	74
All	85%	389	85%	380

In the 8th grade, NYS granted 66 students who passed the Living Environment Regents exemptions. Based on this exemption 66 students are considered proficient.

8th Grade Regents Exemptions	Living Environment
Total Students	78

Total Students Exempt	66

Having completed three administrations of the NWEA Assessment, students and teachers were able to have specific data conversations concerning student growth goals. Students became more aware of the systemic goals and gradually evidenced their aptitudes to apply the necessary skills set needed to achieve proficiency and goal mastery.

NWEA MAP Science Growth: Grade Level Norms (2020 2021)

Grades	All Students				
	Number of Students (Fall - Spring)	No. Ss at or above GL Norm with Standard Error Fall 20	% GL Norm with Standard Error Fall 20	No. Ss at or above GL Norm with Standard Error Spring 21	% GL Norm with Standard Error Spring 21
4	76	20	26%	29	38%
5	77	29	38%	32	42%
6	74	23	31%	27	36%
7	76	34	45%	40	53%
8	77	41	53%	47	61%
All	380	147	39%	175	46%

SUMMARY OF THE ELEMENTARY SCHOOL AND MIDDLE SCHOOL SCIENCE GOAL

Grade 4

Based on the comparative results of SY 2019-2020 and SY 2020-2021, students in Grade 4 had a decrease in their achievement of science proficiency. Students in Grade 4 end of year course achievement was 81% in SY 2020-2021. The data indicates that during in person learning students demonstrated an increased academic growth. Noteworthy, in spite of the pandemic, students in 4th Grade demonstrated resilience in their instructional gains. Moving forward and with focus towards in person learning, students should be able to make greater academic gains in science.

Grade 8

Based on the comparative results of SY 2019-2020 and SY 2020-2021, students in Grade 8 had a decrease in their achievement of science proficiency. This decrease was a result of the pandemic. However, Grade 8 students' still maintained an end of year course achievement of 85% in SY 2020-2021.

Note that the 85% students in 8th Grade successfully completed the NYS Mandatory Labs, and were awarded Living Environment Regents Exam exemptions.

ACTION PLAN

Curriculum

The Middle School will embark on the second year of *McGraw Hill New York eInspire Science for grades 4-7.* Grade 8 will continue the second year of *McGraw Hill New York Living Environment Biology*. Robotics will be offered as an after school elective. All courses will continue a design that works in strong alignment with Project Based Learning (PBL). Students will be instrumental in the PBL instructional component of the curriculum as teachers will be required to tap into students' unique potential and interest learning entry point. In preparation for Grade 8 Living Environment Course, teachers will source relevant current instructional resources in environmental science and any topic that has a need for deeper relevance that might be limited in the text. Using the *eInspire* electronic library and the offering of constantly updated *current eResources* teachers will explore what contributions can the disciplines of science make to ongoing struggles for social and environmental justice. This instructional correlation will explain to teachers and students how keeping this question at the center of their work provides opportunities for them to engage with scientific disciplines in deeper, more critical, and potentially transformative ways. Through discovery, teachers will engage students on how to create authentic, cross-curricular learning experiences that increase engagement and thinking.

This curriculum requires access to sustained instructional technology. To adequately meet this need, all students will have a laptop of their own. Hence, the focus of a more authentic instructional technology platform, teachers will be able to intentionally plan and use technology to help make lessons more engaging for all learners.

Instruction

This eCurriculum provides both teachers and students with easy access to instructional resources. The academic year 2021-2022 is planned to be an in-person learning community and as such teachers will for the first time explore and engage students with the instructional resources in person. Students will be configured in learning groups to meet their academic needs. Such groups will offer differentiated instruction, personalized learning plans, and PBL.. Teachers will employ and engage students in co-teaching models that will offer and expand the teaching and learning of science into meaningful opportunities to learn the following scientific principles: Notice sense-making repertoire, support sense making and engage diverse sense making.

There will be continuity as the curriculum is unpacked to incorporate the following STEM Teaching Tools: A concerted focus on science and engineering in alignment with justice centered phenomena in Grades 4-8, experiential engagement with rigorous and relevant Life Science units, and to engage students in the development of the following five important soft learning skills, collaboration, challenge, curiosity, creativity, and community involvement. Students will continue to explore and be engaged in the 5E instructional model, as well as the 5Cs i.e. confronting challenges with collaboration, curiosity, creativity, and community awareness. In Spite of the instructional challenges experienced in the 2021 academic year all students passed their end of year science course. This achievement is a correlation of students' performance in

their theory and virtual laboratory classes. PBL also contributed to students' depth of learning and understanding of the core content. Noteworthy were the consistent instructional practices and strategies employed in science classes that contributed to students' achievement. In Grade 8, of the 78 enrolled students 66 students successfully passed the science course and as such are exempted from the 2020-2021 Regents Examination. Effective instructional indicators are a testament of students' achievement. The Middle School Science Department embraces the opportunity to improve the 2020-2021 instructional practices and to employ new in-person science initiatives in the upcoming academic year.

Assessment

Teacher prepared assessments in Grades 4-8 will be structured to incorporate the following scientific measures: quality, quantity, progress, analysis, learning goal, measure, result, plan and evaluation. Students will be assessed formatively, weekly, monthly, and end of quarter. Summative assessments will be administered using the NWEA series of administration. Teachers and students in the 2020-2021 cohort will use the 2020-2021 NWEA data to better inform instruction for the academic year 2021-2022.

Professional Development

During the 2021-2022 Academic year, professional development opportunities offered by the NYC Charter Center will continue to be an option for science teachers. Webinars, and virtual professional development offered by NASTA, ASCD, NYC Science Educators will be consistently sourced for science teachers. Teachers will continue to receive professional development in monthly PLCs, curriculum meetings, coaching sessions, and monthly department meetings. Embarking on the second year of this curriculum and with plans for in person instruction will require not only depth of instructional practices and strategies but varied instructional technological initiatives and consistent practices. Thus, professional development will incorporate content specific technology needs to support PBL and in-person and virtual labs.

HIGH SCHOOL SCIENCE

Goal 5: 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 are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment and Chemistry this past year. It scores Regents 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

90% or above of Hyde students in 2015, 2016, and 2017 cohorts have annually passed a New York State Regents science exam with a Score of 65 or higher, as the following table indicates.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort[10]

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	61	0	58	**95%**
2016	2019-20	63	5	52	90%
2017	2020-21	54	4	48	96%

Goal 5: 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.

The calculation of this measure is not required for 2020-21.

ADDITIONAL EVIDENCE

Hyde continues to work to grow and strengthen our Science Department and the tools in place to support our students in their science education and expect to continue to meet and exceed this metric. We will do this through continued professional development and support of our staff, inquiry and project based learning, increasing the availability of elective science courses such as computer science and anatomy and physiology, incorporating technology, and increasing science relevance to students' everyday lives.

[10] Based on the highest score for each student on any science Regents exam

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: 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. Students may have taken the exams multiple times and have 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Hyde continues to meet and exceed this accountability measure with 91% of students in the Accountability Cohort scoring a 65 or higher on the U.S. History Regents.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	61	0	50	82%
2016	2019-20	63	6	48	84%
2017	2020-21	54	21	30	91%

EVALUATION

We are confident that we will continue to meet and exceed this accountability measure as we have consistently met and surpassed the goal of 75%. We have a robust History Department with many teachers having multiple years of experience and we are continuing to grow the talent of our team.

Goal 6: 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.

The calculation of this measure is not required for 2020-21.

Goal 6: 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Hyde continues to meet and exceed this accountability measure with 98% of students in the Accountability Cohort scoring a 65 or higher on the Global History Regents.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	61	0	49	80%
2016	2019-20	63	8	47	85%
2017	2020-21	54	9	44	98%

EVALUATION

We are confident that we will continue to meet and exceed this accountability measure as we have consistently met and surpassed the goal of 75%. We have a robust History Department with many teachers having multiple years of experience and are continuing to grow our team.

Goal 6: 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.

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found here.

Goal 7: Absolute Measure

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

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

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

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	N/A*

*NEW YORK STATE HAS NOT YET DETERMINED THE SCHOOL'S ESSA STATUS FOR SY 2020-21

HYDE LEADERSHIP CHARTER SCHOOL



Financial Statements
(Together with Independent Auditors' Report)

Years Ended June 30, 2021 and 2020

and

Single Audit Reports and Schedule as Required by the Office of Management and Budget Uniform Guidance

For the Year Ended June 30, 2021

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ACCOUNTANTS & ADVISORS

HYDE LEADERSHIP CHARTER SCHOOL
FINANCIAL STATEMENTS
(Together with Independent Auditors' Report)

YEARS ENDED JUNE 30, 2021 AND 2020

AND

SINGLE AUDIT REPORTS AND SCHEDULE AS REQUIRED BY THE OFFICE OF MANAGEMENT AND BUDGET UNIFORM GUIDANCE

FOR THE YEAR ENDED JUNE 30, 2021

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ACCOUNTANTS & ADVISORS

INDEPENDENT AUDITORS' REPORT

The Board of Trustees of
Hyde Leadership Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Hyde Leadership Charter School (the "School"), which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2021 and 2020, and the changes in its net assets and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards ("SEFA") (shown on page 15), for the year ended June 30, 2021 as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards,* is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards,* we have also issued our report dated October 27, 2021 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



New York, NY
October 27, 2021

HYDE LEADERSHIP CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
AS OF JUNE 30, 2021 AND 2020

ASSETS	**2021**	**2020**
Current Assets		
Cash and cash equivalents (Notes 2C, 3 and 12)	$ 11,720,088	$ 10,839,791
Restricted cash (Notes 2C, 3 and 12)	75,191	75,155
Contributions and grants receivable (Notes 2H and 3)	1,415,684	1,076,871
Prepaid expenses and other assets	100,916	142,277
Total current assets	13,311,879	12,134,094
Property and equipment, net (Notes 2I and 5)	10,747,745	10,747,072
TOTAL ASSETS	$ 24,059,624	$ 22,881,166
LIABILITIES		
Current Liabilities		
Accounts payable and accrued expenses	$ 2,244,732	$ 1,320,452
Bonds payable, current (Notes 2J and 7)	466,000	451,000
Total current liabilities	2,710,732	1,771,452
Paycheck Protection Program Loan payable (Note 6)	3,130,640	3,130,640
Bonds payable, noncurrent, net of deferred financing cost (Notes 2J and 7)	12,804,011	13,247,782
Interest rate swap liability (Note 4)	795,902	1,315,835
TOTAL LIABILITIES	19,441,285	19,465,709
CONTINGENCIES (Note 10)		
NET ASSETS (Note 2B)		
Without donor restrictions - undesignated	3,830,839	2,852,957
Without donor restrictions - designated by the Board (Note 2B)	787,500	562,500
	4,618,339	3,415,457
TOTAL NET ASSETS	4,618,339	3,415,457
TOTAL LIABILITIES AND NET ASSETS	$ 24,059,624	$ 22,881,166

The accompanying notes are an integral part of these financial statements.

HYDE LEADERSHIP CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

	2021	2020
OPERATING REVENUE (Note 2N):		
State and local per pupil operating revenue (Notes 2G and 12)	$ 19,425,768	$ 19,035,269
Contributions from individuals (Notes 2F and 2M)	118,315	92,360
Government grants (Note 2G)	1,734,791	1,192,614
Grants from foundations (Note 2F)	298,709	290,616
TOTAL OPERATING REVENUE	21,577,583	20,610,859
OPERATING EXPENSES (Note 2K)**:**		
Program Services		
General education	16,244,201	16,248,373
Special education	2,141,228	1,928,335
Total Program Services	18,385,429	18,176,708
Supporting Services		
Management and General	2,238,878	2,128,002
Fundraising	303,659	232,103
Total Supporting Services	2,542,537	2,360,105
TOTAL OPERATING EXPENSES	20,927,966	20,536,813
NET INCREASE FROM OPERATIONS	649,617	74,046
NON-OPERATING ACTIVITIES:		
Interest income	29,719	159,042
Other income	3,613	14,902
TOTAL NON-OPERATING ACTIVITIES	33,332	173,944
CHANGE IN NET ASSETS, BEFORE SWAP AGREEMENT	682,949	247,990
Gain (loss) on Swap Agreement (Note 4)	519,933	(821,646)
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	1,202,882	(573,656)
Net Assets - without donor restrictions - beginning of year	3,415,457	3,989,113
NET ASSETS - WITHOUT DONOR RESTRICTIONS - END OF YEAR	$ 4,618,339	$ 3,415,457

HYDE LEADERSHIP CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2021
(With Comparative Totals for the Year Ended June 30, 2020)

	Program Services			Supporting Services				
	General Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total 2021	Total 2020
Salaries and Related Costs								
Administrative staff personnel	$ -	$ -	$ -	$ 1,379,480	$ 181,845	$ 1,561,325	$ 1,561,325	$ 1,508,473
Instructional personnel	11,113,160	1,663,075	12,776,235	92,316	-	92,316	12,868,551	12,661,752
Fringe benefits and payroll taxes (Note 11)	2,468,926	364,039	2,832,965	397,552	43,437	440,989	3,273,954	3,029,317
Total Salaries and Related Costs	13,582,086	2,027,114	15,609,200	1,869,348	225,282	2,094,630	17,703,830	17,199,542
Instructional supplies and equipment	336,996	16,865	353,861	-	-	-	353,861	395,303
Professional fees and dues	15,054	130	15,184	83,655	553	84,208	99,392	97,872
Instructional support	45,990	35,158	81,148	-	-	-	81,148	132,418
Professional development	175,855	18,907	194,762	9,209	641	9,850	204,612	246,621
Business insurance	118,190	1,463	119,653	25,383	1,463	26,846	146,499	131,275
Telephone	72,345	1,824	74,169	14,172	1,903	16,075	90,244	111,847
Repairs and maintenance	119,197	108	119,305	1,601	41	1,642	120,947	115,858
Food services	16,420	-	16,420	-	-	-	16,420	30,882
Management fee (Note 9)	14,844	184	15,028	19,789	183	19,972	35,000	35,189
Printing and postage	33,195	412	33,607	6,797	685	7,482	41,089	54,597
Bank and payroll charges	158,122	24,321	182,443	33,850	2,859	36,709	219,152	232,476
Retreats, conferences and transportation	74,154	107	74,261	689	43,207	43,896	118,157	211,396
Marketing and recruitment	178,957	152	179,109	29,007	7,165	36,172	215,281	72,396
Technology supplies and services - non-classroom	167,039	2,868	169,907	42,393	2,197	44,590	214,497	101,118
Noncapitalized office furniture	1,418	-	1,418	-	-	-	1,418	3,053
Other administrative support	36,299	-	36,299	2,184	3,655	5,839	42,138	68,591
Office supplies	53,110	164	53,274	9,314	355	9,669	62,943	50,539
Rent (Note 8)	-	-	-	24,273	-	24,273	24,273	25,056
Other occupancy costs	152,383	-	152,383	-	-	-	152,383	193,771
Depreciation and amoritization (Note 5)	446,472	11,433	457,905	36,809	1,298	38,107	496,012	472,050
Miscellaneous expenses	3,926	18	3,944	783	12,172	12,955	16,899	17,621
Bad debt expense	-	-	-	29,622	-	29,622	29,622	87,838
Interest expense (Notes 2J and 7)	442,149	-	442,149	-	-	-	442,149	449,504
TOTAL EXPENSES	$ 16,244,201	$ 2,141,228	$ 18,385,429	$ 2,238,878	$ 303,659	$ 2,542,537	$ 20,927,966	$ 20,536,813

The accompanying notes are an integral part of these financial statements.

HYDE LEADERSHIP CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2020

	Program Services			Supporting Services			
	General Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total 2020
Salaries and Related Costs							
Administrative staff personnel	$ -	$ -	$ -	$ 1,338,880	$ 169,593	$ 1,508,473	$ 1,508,473
Instructional personnel	11,142,775	1,518,977	12,661,752	-	-	-	12,661,752
Fringe benefits and payroll taxes (Note 11)	2,453,374	330,527	2,783,901	208,866	36,550	245,416	3,029,317
Total Salaries and Related Costs	13,596,149	1,849,504	15,445,653	1,547,746	206,143	1,753,889	17,199,542
Instructional supplies and equipment	389,355	5,948	395,303	-	-	-	395,303
Professional fees and dues	2,101	-	2,101	92,387	3,384	95,771	97,872
Instructional support	132,418	-	132,418	-	-	-	132,418
Professional development	218,538	17,031	235,569	9,022	2,030	11,052	246,621
Business insurance	53,271	9,783	63,054	67,151	1,070	68,221	131,275
Telephone	56,510	7,583	64,093	44,429	3,325	47,754	111,847
Repairs and maintenance	109,391	-	109,391	6,388	79	6,467	115,858
Food services	30,882	-	30,882	-	-	-	30,882
Management fee (Note 9)	24,395	4,480	28,875	5,824	490	6,314	35,189
Printing and postage	29,987	5,194	35,181	15,981	3,435	19,416	54,597
Bank and payroll charges	165,857	23,267	189,124	40,738	2,614	43,352	232,476
Retreats, conferences and transportation	192,018	-	192,018	18,954	424	19,378	211,396
Marketing and recruitment	67,954	-	67,954	1,744	2,698	4,442	72,396
Technology supplies and services - non-classroom	44,191	4,436	48,627	51,961	530	52,491	101,118
Noncapitalized office furniture	1,966	-	1,966	1,087	-	1,087	3,053
Other administrative support	37,881	-	37,881	27,044	3,666	30,710	68,591
Office supplies	39,352	786	40,138	10,304	97	10,401	50,539
Rent (Note 8)	-	-	-	25,056	-	25,056	25,056
Other occupancy costs	193,771	-	193,771	-	-	-	193,771
Depreciation (Note 5)	400,744	323	401,067	69,272	1,711	70,983	472,050
Miscellaneous expenses	17,095	-	17,095	119	407	526	17,621
Bad debt expense	-	-	-	87,838	-	87,838	87,838
Interest expense (Notes 2J and 7)	444,547	-	444,547	4,957	-	4,957	449,504
TOTAL EXPENSES	$ 16,248,373	$ 1,928,335	$ 18,176,708	$ 2,128,002	$ 232,103	$ 2,360,105	$ 20,536,813

The accompanying notes are an integral part of these financial statements.

HYDE LEADERSHIP CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

	2021	2020
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in net assets	$ 1,202,882	$ (573,656)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Bad debt expense	29,622	87,838
Unrealized gain on investments	-	(452)
Depreciation expense	496,012	472,050
Noncash interest expenses	22,229	22,229
(Gain) loss on swap agreement	(519,933)	821,646
Subtotal	1,230,812	829,655
Changes in operating assets and liabilities:		
Decrease (increase) in assets:		
Contributions and grants receivable	(368,435)	(242,551)
Prepaid expenses and other assets	41,361	(2,065)
Increase (decrease) in liabilities:		
Accounts payable and accrued expenses	924,280	(53,192)
Net Cash Provided by Operating Activities	1,828,018	531,847
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of property and equipment	(496,685)	(347,053)
Redemptions of certificate of deposits	-	999,832
Net Cash (Used In) Provided by Investing Activities	(496,685)	652,779
CASH FLOWS FROM FINANCING ACTIVITIES:		
Proceeds from Paycheck Protection Program loan payable	-	3,130,640
Principal payments of bond payable	(451,000)	(435,000)
Net Cash (Used in) Provided by Financing Activities	(451,000)	2,695,640
NET INCREASE IN CASH, CASH EQUIVALENTS AND RESTRICTED CASH	880,333	3,880,266
Cash, cash equivalents and restricted cash - beginning of year	10,914,946	7,034,680
CASH, CASH EQUIVALENTS AND RESTRICTED CASH - END OF YEAR	$ 11,795,279	$ 10,914,946
Supplemental Disclosure of Cash Flow Information:		
Cash paid during the year for interest	$ 419,920	$ 427,275

The accompanying notes are an integral part of these financial statements.

NOTE 1 – ORGANIZATION AND NATURE OF ACTIVITIES

Hyde Leadership Charter School (the "School") is a New York State not-for-profit educational corporation that commenced operations as a charter school in the borough of the Bronx, New York City in July 2006. On January 10, 2006, the Board of Regents of the University of the State of New York granted the School a provisional charter valid for a term of five years and renewable upon expiration. The School's latest charter was renewed on March 12, 2018 and is effective until June 30, 2023. The School operates classes for students in kindergarten through grade 12. The School is exempt from federal income tax under Section 501(c)(3) of the U.S. Internal Revenue Code ("IRC") and from state and local taxes under comparable laws.

The School's mission is to develop the deeper character and unique potential of each student. Using the Hyde process for family-based character education, the School unites parents, teachers and students in helping each student achieve their best academically as well as in sports, the arts and the community.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. ***Basis of Accounting –*** The School prepares its financial statements using the accrual basis of accounting. The School adheres to accounting principles generally accepted in the United States of America ("U.S. GAAP").

B. ***Net Assets –*** Net assets and revenues are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – represents net assets not subject to donor-imposed stipulations and are available for the general support of the School's operations. Certain net assets without donor restrictions are designated by the Board of Trustees for future use.

Net Assets With Donor Restrictions – represents net assets subject to donor-imposed stipulations that will be met by actions of the School or by the passage of time.

The School reports amounts received with donor stipulations that limit the use of the assets for certain purposes as net asset without donor restrictions if the stipulated purpose restriction is accomplished in the same year. As of June 30, 2021 and 2020, the School had no net assets with donor restrictions.

C. ***Cash, Cash Equivalents and Restricted Cash –*** Cash equivalents include all highly liquid instruments purchased with maturities of 90 days or less. The School has not experienced any losses on these accounts. Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should it occur.

As required by its charter, the School maintains a separate Dissolution Reserve Account, with a minimum balance requirement of $75,000, which is included in cash and cash equivalents. The following table provides a reconciliation of cash, cash equivalents and restricted cash reported within the statements of financial position that sum to the total of the same such amounts shown in the statements of cash flows.

	June 30, 2021	June 30, 2010
Cash and cash equivalents	$ 11,720,088	$ 10,839,791
Restricted cash	75,191	75,155
Total	$ 11,795,279	$ 10,914,946

The School is also required to maintain a minimum unrestricted liquidity of $3,000,000 to be tested each June 30 and December 31 as part of its covenant in relation to the bonds financing (Note 7).

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

D. ***Investments –*** Investments are stated at fair value. Donated securities are recorded at their fair values on the date received using an average of the high and low price on the date received. Investment income is recorded as revenue in the period earned.

E. ***Fair Value Measurements –*** Fair value measurements are the prices that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. In order to increase consistency and comparability in fair value measurements, a fair value hierarchy prioritizes observable and unobservable inputs used to measure fair value into three levels, as described in Note 4.

F. ***Contributions and Grants –*** Contributions received, including unconditional promises to give, are recognized as revenues in the appropriate category of net assets in the period received. Unconditional promises to give that are expected to be collected within one year are recorded at net realizable value. Unconditional promises to give that are expected to be collected in future years are recorded at the present value of their estimated future cash flows, if material. The discounts on those amounts are computed using risk adjusted interest rates applicable to the years in which the promises are received.

G. ***Government Support –*** State and local per pupil revenue resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Performance obligations are determined based on the nature of the services provided by the School in accordance with the contract. Revenue for performance obligations satisfied over time is recognized as the services are provided. This method depicts the transfer of services over the term of the performance obligation based on the inputs needed to satisfy the obligation. The School measures the performance obligation from the beginning of the next month or day to the point when it is no longer required to provide services under the contract or has met the requirements to bill for the services provided, which is generally at the end of each month or period of time allowed based on the government agencies' stipulations.

The School's performance obligations are primarily satisfied over time during the course of an academic year, therefore, there are no performance obligations or contract balances that are unsatisfied as of June 30, 2021 and 2020. The performance obligations for these contracts are completed when the service is completed and upon submission of required documentation. The School determines the transaction price based on established per pupil reimbursement rate.

Revenue from federal, state and local government grants and contracts are recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which expenditures have not been incurred are reflected as refundable advances in the accompanying statements of financial position. Governmental grants are recognized as revenue when barriers within the contract are overcome and there is no longer a right of return. As of June 30, 2021 and 2020, the School received conditional grants and contracts from government agencies in the aggregate amount of approximately $68,000 and $0, respectively, that have not been recorded in the accompanying financial statements as they have not been earned. These grants and contracts require the School to provide certain services as specified in the contracts. If such services are not provided, the governmental entities are not obligated to expend the funds allotted under the grants and contracts and the School may be required to return the funds already remitted.

H. ***Contributions and Grants Receivable –*** Contributions and grants receivable are stated at the amount management expects to collect from outstanding balances based upon an estimated allowance for doubtful accounts. This estimate is based on management's assessment of the aged basis of its government funding sources, current economic conditions and creditworthiness of its donors and grantors.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

I. ***Property and Equipment –*** The School capitalizes property and equipment having a cost of $200 or more and a useful life of two or more years. Depreciation is recognized using the straight-line method over the estimated useful lives of the respective assets. Property and equipment acquired with certain government contract funds are recorded as expenses pursuant to the terms of the contract.

J. ***Deferring Financing Fees*** – Deferred financing fees represent costs incurred to obtain financing. These costs have been capitalized and are amortized as interest expense by the straight-line method, which approximate the effective interest method, over the term of the related outstanding debt. Deferred financing fees are presented as a direct reduction from the carrying amount of the related debt liability.

K. ***Functional Allocation of Expenses*** – Expenses are categorized and summarized according to their functional classification as either program services, development, or management and general. Program services expenses are expenses directly associated with general education and special education those students requiring additional attention and guidance. Development expenses are expenses directly associated with the School's effort to raise funds to support the operations for the School. Lastly, management and general expenses are expenses related to the overall administration and operations of the school that are not directly associated with any program services or development.

All of the above mentioned expense categories, when pertaining to a single and specific program, are charged against the relating functional expense classification. In the event that an expense serves multiple functional classification, for example utilities and space, the expense is allocated using reasonable, consistent and fair methodologies such as time and effort, and staff and student headcounts.

L. ***Use of Estimates –*** The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the financial statements, and revenues and expenses recognized during the reporting period. Actual results could differ from those estimates.

M. ***In Kind Revenue –*** Donated services are recognized in the financial statements if the services or goods enhance or create nonfinancial assets or require specialized skills, and are provided by individuals possessing those skills. There were no donated services for the years ended June 30, 2021 and 2020, respectively.

N. ***Measurement of Operations –*** The School includes in its definition of operations all revenues and expenses that are an integral part of its programs and supporting services. Interest income, other income, and gains or losses on the swap agreement are reflected as nonoperating activities.

NOTE 3 – LIQUIDITY AND AVAILABILITY

As part of the School's liquidity management, the School invests cash in excess of daily requirements in short-term certificates of deposits and money market funds. In addition, the School maintains $3,000,000 of restricted cash as minimum unrestricted liquidity as part of its covenant in relation to the bonds financing.

The School's financial assets available within one year of the statements of financial position date for general expenditures are as follows:

	2021	2020
Cash and cash equivalents	$ 11,720,088	$ 10,839,791
Contributions and grants receivable	1,415,684	1,076,871
	13,135,772	11,916,662
Less: Cash maintained as minimum unrestricted liquidity	(3,000,000)	(3,000,000)
Less: Board designated net assets	(787,500)	(562,500)
	$ 9,348,272	$ 8,354,162

NOTE 4 – FAIR VALUE MEASUREMENTS

The fair value hierarchy defines three levels as follows:

Level 1: Valuations based on quoted prices (unadjusted) in an active market that are accessible at the measurement date for identical assets or liabilities. The fair value hierarchy gives the highest priority to Level 1 inputs. Level 1 valuations are obtained from real-time quotes for transactions in active exchange markets involving identical assets.

Level 2: Valuations for assets and liabilities traded in less active dealer or broker markets. Valuations are obtained from third-party pricing services for identical or similar assets or liabilities.

Level 3: Valuations for assets and liabilities that are derived from other valuation methodologies, including option pricing models, discounted cash flow models or similar techniques, and not based on market exchange, dealer, or broker-traded transactions. Level 3 valuations incorporate certain assumptions and projections in determining the fair value assigned to such assets or liabilities.

As discussed in Note 7, in connection with the issuance of Series 2017 Bonds and in order to manage exposure to interest rate fluctuations, the School entered into an interest rate swap agreement. The fair value of the interest rate swap is estimated using Level 2 inputs, which are based on a model-derived valuation in which all significant inputs and significant value drivers are observable in active markets. The School considers the counterparty credit risk and bilateral or "own" credit risk adjustments in estimating fair value in accordance with Accounting Standards Codification ("ASC") Topic 820.

Financial assets and liabilities carried at fair value as of June 30, 2021 are classified in the table as follows:

	Level 1	Level 2	Total
LIABILITIES CARRIED AT FAIR VALUE			
Interest rate swap agreement	$ -	$ 795,902	$ 795,902

Financial assets and liabilities carried at fair value as of June 30, 2020 are classified in the table as follows:

	Level 1	Level 2	Total
LIABILITIES CARRIED AT FAIR VALUE			
Interest rate swap agreement	$ -	$ 1,315,835	$ 1,315,835

NOTE 5 – PROPERTY AND EQUIPMENT

Property and equipment consisted of the following as of June 30:

	2021	2020	Estimated Useful Lives
Land	$ 1,750,000	$ 1,750,000	
Building	9,110,280	9,110,280	45 years
Building Improvement	305,725	273,013	10 years
Furniture and equipment	455,647	455,647	5 years
Computer and software	2,004,128	1,569,962	3 years
Office equipment	403,603	403,603	5 years
Instructional assets	620,844	591,037	3 years
	14,650,227	14,153,542	
Less: accumulated depreciation and amortization	(3,902,482)	(3,406,470)	
Total	$ 10,747,745	$ 10,747,072	

Depreciation expense and amortization amounted to $496,012 and $472,050 for the years ended June 30, 2021 and 2020, respectively.

NOTE 6 – PAYCHECK PROTECTION PROGRAM LOAN PAYABLE

On March 27, 2020, in response to COVID-19, the federal government passed the Coronavirus Aid, Relief, and Economic Security Act (“CARES Act”). Among many other provisions, to help businesses retain employees, the CARES Act provides relief to qualifying businesses through a program called the Paycheck Protection Program (“PPP”). Participating in the PPP enables the business to obtain a loan from the Small Business Administration (“SBA”). If the proceeds from the loan are used for specified purposes, some or all of the loan can be forgiven.

The School applied for and received a loan under this program from an SBA authorized lender amounting to $3,130,640 on May 4, 2020. Management has opted to account for the proceeds as a loan under Financial Accounting Standards Board (“FASB”) ASC 470 until the loan is, in part or wholly, forgiven and the School has been legally released.

Subsequent to year end, the School was notified by the lender that the PPP loan was fully forgiven on August 18, 2021.

NOTE 7 – BONDS PAYABLE

On December 15, 2017, the School entered into an agreement with Build NYC. Under the terms of the agreement, Build NYC has issued Series 2017 Bonds. The School received proceeds of $15,250,000 net of bond issuance costs of $555,716. The proceeds of the Bond were used to finance the acquisition by the School of its high school facility. These bonds are payable in annual installments beginning January 1, 2018 through December 1, 2042. The Series 2017 Bonds were privately placed and not part of a public offering and is subject to certain covenants. The Series 2017 Bonds bear a fixed interest rate of 1.639% plus a floating rate at USD-LIBOR-BBA*0.6501%. The bonds are secured by the high school facility included in the statements of financial position under property and equipment. As of June 30, 2021 and 2020, the School was in compliance with all financial covenants.

NOTE 7 – BONDS PAYABLE (Continued)

Future minimum debt service payments are as follows:

2022	$ 466,000
2023	479,000
2024	492,000
2025	507,000
2026	523,000
Thereafter	11,280,000
Total	13,747,000
Less:	
Financing costs	(476,989)
	$ 13,270,011

In connection with the issuance of the Series 2017 Bonds, the School entered into an interest rate swap agreement to mitigate the risk of increases in interest rates associated with the Series 2017 Bonds. Under the terms of the agreement, the School pays a synthetic fixed rate of 2.889% (1.25%+1.639%), determined at inception, and receives 65% times a one-month LIBOR plus a credit spread of 1.25%.

NOTE 8 – AGREEMENT FOR SCHOOL FACILITIES

The School operates under a Facility Shared Use Agreement (the "Agreement") with the New York City Department of Education for dedicated and shared space at 730 Bryant Avenue, Bronx, New York. The Agreement commenced on July 1, 2006 at a cost of $1. The School is not responsible for rent, utilities, custodial services, maintenance and school safety services. The value of space and related utilities and services cannot be established, and therefore is not recorded in the financial statements. The School is responsible for any overtime-related costs for services provided beyond the regular operating hours. Rent expenses incurred for leased space at 1231 Lafayette Ave, Bronx NY 10474 for administrative staff for the years ended June 30, 2021 and 2020 amounted to approximately $24,000 and $25,000, respectively.

NOTE 9 – LICENSING AND SERVICES AGREEMENT

The Hyde Institute, a not-for-profit organization dedicated to helping start and support certain aspects of the charter school, provides management, fundraising, and other administrative support services to the School. Pursuant to the terms of a five-year licensing and services agreement with an effective date of October 17, 2016, the School pays the Hyde Institute an annual fee of $60,000 for use of licensed educational models, program materials, training of new faculty and accreditation services. Upon expiration, there are automatic successive one-year renewal terms, unless terminated by the School and/or the Hyde Foundation by a written 90-day notice. Effective July 1, 2019, a new five-year licensing and services agreement was entered into with the annual fee of $35,000 for use of licensed educational models, program materials, training of new faculty and accreditation services. As of October 2021, the School gave notice to Hyde Institute that it's in the process of terminating the agreement.

NOTE 10 –CONTINGENCIES

A. The School believes it had no uncertain tax positions as of June 30, 2021 and 2020, in accordance with ASC 740, "Income Taxes," which provides standards for establishing and classifying any tax provisions for uncertain tax positions.

B. Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowances of costs submitted for reimbursement by the School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 10 –CONTINGENCIES (Continued)

C. The COVID-19 pandemic remains a rapidly evolving situation. The extent of the impact of COVID-19 on the School's operations and financial results will depend on future developments, including the duration and spread of the outbreak. Due to the rapidly changing business environment, unprecedented market volatility, and other circumstances resulting from the COVID-19 pandemic, the School is currently unable to fully determine the extent of COVID-19's impact on its operations in future periods. Management continues to monitor evolving economic and general business conditions and the actual and potential impacts on its financial position and results of operation.

NOTE 11 – PENSION PLAN

The School maintains a defined contribution plan ("Plan") in accordance with the provisions of Section 403(b) of the IRC. The School matches employee contributions up to 5% of each employee's annual compensation not to exceed the employee's annual salary deferral amount. The School, at its own discretion, can make matching and nonelective contributions. Contributions amounted to $507,977 and $465,463 for the years ended June 30, 2021 and 2020, respectively, and are included in fringe benefits and payroll taxes in the accompanying statements of functional expenses.

NOTE 12 – CONCENTRATIONS

A. The School receives a majority of its revenues from the New York State Education Department through the New York City Department of Education. The New York City Department of Education provides general operating support to the School based upon the location and the number of students enrolled. Operating support provided to the School by the New York City Department of Education totaled $19,425,768 and $19,035,269, respectively, for the years ended June 30, 2021 and 2020.

B. Cash accounts that potentially subject the School to a concentration of credit risk include cash accounts with banks that exceed the Federal Deposit Insurance Corporation ("FDIC") insurance limits. Cash accounts are insured up to $250,000 per depositor. As of June 30, 2021 and 2020, there was approximately $11,301,000 and $10,697,000, respectively, of cash and cash equivalents held by a bank that exceeded FDIC limits.

NOTE 13 – SUBSEQUENT EVENTS

Subsequent to year end. the Board of Trustees has voted to officially change the name of Hyde Leadership Charter School. The change is expected to take place on or before June 30, 2022.

Management has evaluated, for potential accrual or disclosure, events subsequent to the date of the statements of financial position through October 27, 2021, the date the financial statements were available to be issued.

HYDE LEADERSHIP CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2021

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Identifying Number	Federal Expenditures	Amounts Provided to Subrecipients
U.S. Department of Education				
Passed through the New York State Education Department				
Title I - Grants to Local Educational Agencies (LEAs)	84.010		$ 587,161	$ -
Title II - Supporting Effective Instruction State Grants	84.367		71,661	-
Title III - English Language Learner (ELL)	84.031		20,250	-
Title IV - Student Support and Academic Enrichment Program	84.424		28,091	-
COVID-19 Elementary and Secondary School Emergency Relief Fund	84.425D		549,642	-
Special Education Cluster (IDEA):				
Passed through the New York State Education Department				
Special Education Cluster (IDEA), Individuals with Disabilities Education Act	84.027		206,896	-
Total U.S. Department of Education			1,463,701	-
U.S. Department of Agriculture				
Child Nutrition Cluster:				
Passed through the New York State Education Department				
School Breakfast Program	10.553		2,438	-
National School Lunch Program	10.555		5,243	-
Total Child Nutrition Cluster			7,681	-
Total U.S. Department of Agriculture			7,681	-
AMOUNTS PROVIDED TO SUBRECIPIENTS				**$ -**
TOTAL EXPENDITURES OF FEDERAL AWARDS			**$ 1,471,382**	

See independent auditors' report and notes to the schedule of expenditures of federal awards.

HYDE LEADERSHIP CHARTER SCHOOL
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2021

NOTE 1 – BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Hyde Leadership Charter School (the "School") for the year ended June 30, 2021. The information in the Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting except for amounts passed through to subrecipients which are reported on a cash basis. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or limited as to reimbursement.

NOTE 3 – INDIRECT COST RATES

The School has elected not to use the 10 percent *de minimis* indirect cost rate as allowed under the Uniform Guidance.

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

The Board of Trustees of
Hyde Leadership Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Hyde Leadership Charter School (the "School"), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 27, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing our auditing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



New York, NY
October 27, 2021

Marks Paneth LLP
685 Third Avenue
New York, NY 10017
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www.markspaneth.com

MARKS PANETH
ACCOUNTANTS & ADVISORS

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

The Board of Directors of
Hyde Leadership Charter School

Report on Compliance for Each Major Federal Program

We have audited Hyde Leadership Charter School's (the "School") compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget Compliance Supplement* that could have a direct and material effect on the School's major federal program for the year ended June 30, 2021. The School's major federal program is identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance of the School's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States ("GAS"), and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for the major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2021.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Purpose of this Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



New York, NY
October 27, 2021

HYDE LEADERSHIP CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2021

Section I—Summary of Auditors' Results

Financial Statements

Type of Auditors' report issued:	Unmodified		
Internal control over financial reporting:			
Material weaknesses identified?	____ Yes	X No	
Significant deficiency identified not considered to be material weaknesses?	____ Yes	X None reported	
Noncompliance material to financial statements noted?	____ Yes	X No	

Federal Awards

Internal control over major program:			
Material weaknesses identified?	____ Yes	X No	
Significant deficiency identified not considered to be material weaknesses?	____ Yes	X None reported	
Type of auditors' report issued on compliance for major program:	Unmodified		
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance?	____ Yes	X No	

Identification of major program:

U.S. Department of Education:
CFDA 84.425D – Elementary and Secondary School Emergency Relief Fund

Dollar threshold used to distinguish between Type A and Type B programs:	$750,000		
Auditee qualified as low-risk auditee?	X Yes	____ No	

Section II—Financial Statement Findings

No matters were reported.

Section III—Federal Award Findings and Questioned Costs

There were no findings and questioned costs for federal awards.

HYDE LEADERSHIP CHARTER SCHOOL
SUMMARY SCHEDULE OF PRIOR YEAR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2021

Prior Year Findings:

No matters were reported.

SUNY Charter Schools Institute
The State University of New York

Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Hyde Leadership Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Leslie Rich
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	[redacted]
School Audit Firm Name:	Marks Paneth LLP
School Audit Contact Name:	Xixi Don
School Audit Contact Email:	[redacted]
School Audit Contact Phone:	[redacted]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: https://my.epicenternow.org/

Required 8 Items:

1) The independent auditor's report on financial statements and notes;
2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

		If not included, state the reason(s) below. Or, *if not applicable fill in* **"N/A"**):
4)	Management Letter	N/A
5)	Management Letter Response	N/A
6)	Form 990; or Extension Form 8868	N/A
7)	Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
8)	Corrective Action Plan	N/A

HYDE LEADERSHIP CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

ASSETS	2020-21	2019-20
CURRENT ASSETS		
Cash and cash equivalents	$ 8,720,279	$ 7,839,946
Grants and contracts receivable	1,415,659	1,078,569
Accounts receivables	-	-
Prepaid expenses	100,916	142,277
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	10,236,854	9,060,791
PROPERTY, BUILDING AND EQUIPMENT, net	10,747,744	10,747,071
OTHER ASSETS	3,075,000	3,075,000
TOTAL ASSETS	**24,059,598**	**22,882,861**
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 462,274	$ 192,152
Accrued payroll and benefits	1,150,322	947,178
Deferred Revenue	80,103	32,646
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	466,000	451,000
Other	3,682,647	3,280,811
TOTAL CURRENT LIABILITIES	5,841,347	4,903,786
LONG-TERM LIABILITIES		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	13,599,913	14,563,616
TOTAL LONG-TERM LIABILITIES	13,599,913	14,563,616
TOTAL LIABILITIES	19,441,259	19,467,403
NET ASSETS		
Without Donor Restrictions	4,618,339	3,415,459
With Donor Ristrictions	-	-
TOTAL NET ASSETS	4,618,339	3,415,459
TOTAL LIABILITIES AND NET ASSETS	**24,059,598**	**22,882,861**
CK - Should be zero	-	-

HYDE LEADERSHIP CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	$ 15,965,358	$ -	$ 15,965,358	$ 15,613,958
Students with disabilities	3,460,410	-	3,460,410	3,421,310
Grants and Contracts				
State and local	176,427	-	176,427	213,784
Federal - Title and IDEA	929,977	-	929,977	895,595
Federal - Other	620,496	-	620,496	61,560
Other	11,315	-	11,315	25,477
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	7,891	-	7,891	21,624
TOTAL REVENUE, GAINS AND OTHER SUPPORT	21,171,874	-	21,171,874	20,253,308
EXPENSES				
Program Services				
Regular Education	$ 16,244,201	$ -	$ 16,244,201	$ 16,248,373
Special Education	2,141,228	-	2,141,228	1,928,335
Other Programs	-	-	-	-
Total Program Services	18,385,429	-	18,385,429	18,176,708
Management and general	2,238,878	-	2,238,878	2,128,002
Fundraising	303,659	-	303,659	232,103
TOTAL OPERATING EXPENSES	20,927,966	-	20,927,966	20,536,813
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	243,908	-	243,908	(283,505)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	$ 117,901	$ -	$ 117,901	$ 89,500
Individuals	249,616	-	249,616	240,867
Corporations	38,192	-	38,192	27,184
Fundraising	-	-	-	-
Interest income	29,719	-	29,719	159,042
Miscellaneous income	523,546	-	523,546	(806,744)
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	958,974	-	958,974	(290,151)
CHANGE IN NET ASSETS	1,202,882	-	1,202,882	(573,656)
NET ASSETS BEGINNING OF YEAR	3,415,457	-	3,415,457	3,989,113
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	$ 4,618,339	$ -	$ 4,618,339	$ 3,415,457

HYDE LEADERSHIP CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	$ 1,202,882	$ (573,565)
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	496,012	472,050
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	(368,435)	(242,551)
Prepaid Expenses	41,361	(2,065)
Accounts Payable	317,605	44,337
Accrued Expenses	203,145	(246,007)
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	403,530	147,935
Deferred Revenue	-	-
Interest payments	22,229	22,229
Other	(519,933)	821,646
Other	29,622	87,838
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$ 1,828,018	$ 531,847
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(496,685)	(347,053)
Other	-	999,832
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$ (496,685)	$ 652,779
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	3,130,640
Other	(451,000)	(435,000)
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$ (451,000)	$ 2,695,640
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$ 880,333	$ 3,880,266
Cash at beginning of year	10,914,946	7,034,680
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ 11,795,279	$ 10,914,946

HYDE LEADERSHIP CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

		2020-21								2019-20
		Program Services				Supporting Services				
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
Personnel Services Costs		$	$	$	$	$	$	$	$	$
Administrative Staff Personnel	53.00	-	-	-	-	181,845	1,379,480	1,561,325	1,561,325	4,251,515
Instructional Personnel	128.00	11,113,160	1,663,075	-	12,776,235	-	92,316	92,316	12,868,551	9,477,393
Non-Instructional Personnel	9.00	-	-	-	-	-	-	-	-	441,318
Total Salaries and Staff	190.00	11,113,160	1,663,075	-	12,776,235	181,845	1,471,796	1,653,641	14,429,876	14,170,225
Fringe Benefits & Payroll Taxes		2,075,446	301,283	-	2,376,730	38,186	351,061	389,247	2,765,977	2,563,855
Retirement		393,480	62,756	-	456,235	5,251	46,491	51,742	507,977	465,463
Management Company Fees		14,844	184	-	15,027	184	19,789	19,973	35,000	35,189
Legal Service		-	-	-	-	-	24,119	24,119	24,119	28,509
Accounting / Audit Services		-	-	-	-	-	46,112	46,112	46,112	58,815
Other Purchased / Professional / Consulting Services		194,824	24,321	-	219,145	2,859	39,671	42,530	261,675	393,342
Building and Land Rent / Lease / Facility Finance Interest		435,230	-	-	435,230	-	19,316	19,316	454,546	473,331
Repairs & Maintenance		132,887	108	-	132,995	41	1,601	1,643	134,637	125,889
Insurance		118,190	1,463	-	119,654	1,463	25,382	26,845	146,499	131,275
Utilities		165,587	1,824	-	167,411	2,150	15,129	17,279	184,690	215,003
Supplies / Materials		168,828	1,477	-	170,305	1,501	5,967	7,468	177,774	197,400
Equipment / Furnishings		27,011	-	-	27,011	-	-	-	27,011	67,539
Staff Development		175,855	18,907	-	194,763	641	9,209	9,850	204,613	246,620
Marketing / Recruitment		178,855	152	-	179,007	7,165	24,656	31,821	210,828	70,434
Technology		321,631	51,710	-	373,341	2,419	68,800	71,218	444,560	191,546
Food Service		16,420	-	-	16,420	-	-	-	16,420	30,882
Student Services		142,082	2,090	-	144,172	45,842	4,499	50,340	194,512	315,887
Office Expense		36,920	426	-	37,346	891	10,323	11,214	48,561	91,832
Depreciation		456,561	11,433	-	467,994	1,298	48,947	50,246	518,239	494,278
OTHER		76,389	18	-	76,407	11,923	6,010	17,933	94,340	169,497
Total Expenses		$ 16,244,201	$ 2,141,226	$ -	$ 18,385,427	$ 303,659	$ 2,238,880	$ 2,542,539	$ 20,927,966	$ 20,536,813

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Hyde Leadership Charter School
Name of trustee (print):	Deborah Dumont
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions		
1)	Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ○ No
	1*a*) Description of the position:	
	1*b*) Salary:	
	1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

[redacted]

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	HYDE LEADERSHIP CHARTER SCHOOL
Name of trustee (print):	SUSAN ENGEL
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	COMMITTEE CHAIR - COMPENSATION
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ⊘ No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☑ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☑ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

[redacted]

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Hyde Leadership Charter School
Name of trustee (print):	Herbert B. Fixler
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ◉ No

1*a*) Description of the position:

1*b*) Salary:

1*c*) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
None				

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

[redacted]

his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	HYDE LEADERSHIP CHARTER SCHOOL
Name of trustee (print):	HERBERT M. KAPLAN
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	SECRETARY
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ☒ No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year. NO

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

[redacted]

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Hyde Leadership Charter School
Name of trustee (print):	Deborah Dumont
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions		
1)	Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ○ No
	1*a*) Description of the position:	
	1*b*) Salary:	
	1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

[redacted]

his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Hyde Leadership Charter School
Name of trustee (print):	Deborah Dumont
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions		
1)	Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ○ No
	1*a*) Description of the position:	
	1*b*) Salary:	
	1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

[redacted]

his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation:	HYDE LEADERSHIP CHARTER SCHOOL
Name of trustee (print):	TONY STOUPAS
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	BOARD TRUSTEE
Email Address:	[redacted]

Home Address

Please complete with ***changes*** only:

Street:	[redacted]
City, State Zi	
Phone:	

Business Address

Please complete with ***changes*** only:

Business Name:
Street:
City, State Zip:
Phone:

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ☒ No

1*a*) Description of the position:

1*b*) Salary:

1*c*) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A				
N/A				

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
N/A						

[redacted]

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Hyde Leadership Charter School (Bronx)
Name of trustee (print):	Chavon T. Sutton
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chair / Chair - Board Governance Comm.
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	[redacted]
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].	○ Yes ● No
1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☑ None

Signature

By signing this D...
his or her knowle...

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Sig[redacted]

By si[redacted]
his o[redacted]

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Hyde Leadership Charter School
Name of trustee (print):	John Espinosa
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	[redacted]

Home Address	
Please complete with ***changes*** only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ◉ No

1*a*) Description of the position:

1*b*) Salary:

1*c*) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

[redacted]

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Hyde Leadership Charter School
Name of trustee (print):	Ruth Tarmu
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair, Development and Marketing Committees
Email Address:	[redacted]

Home Address	
Please complete with changes only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with changes only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? (If you check yes, answer 1a), 1b), and 1c)).	○ Yes ◉ No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☑ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 education corporation and in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity, as well as the relationship between such entity and the education corporation.

☑ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

[redacted]

Form 54-D (Rev. 4/62)-43M-705151(67)

BJ

54-70

DEPARTMENT OF BUILDINGS

BOROUGH OF THE BRONX . THE CITY OF NEW YORK

Date APR 27 1977 . No. 51199

CERTIFICATE OF OCCUPANCY

NO CHANGES OF USE OR OCCUPANCY NOT CONSISTENT WITH THIS CERTIFICATE SHALL BE MADE UNLESS FIRST APPROVED BY THE BOROUGH SUPERINTENDENT

This certificate supersedes C. O. No.

THIS CERTIFIES that the new ~~xxxxxxxxxxxxxx~~—building—premises located at 730 Bryant Avenue NEC Spofford Avenue Block 2763 Lot 279

That the zoning lot and premises above referred to are situated, bounded and described as follows:

BEGINNING at a point on the East side of Bryant Avenue distant 0 feet North from the corner formed by the intersection of Bryant Avenue and Spofford Avenue

running thence North 425' feet; thence East 100' feet,

thence North 325' East 100' feet; thence South 750' West 200' feet;

running thence ..... feet; thence ..... feet;

to the point or place of beginning, conforms substantially to the approved plans and specifications, and to the requirements of the Building Code, the Zoning Resolution and all other laws and ordinances, and of the rules of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued, and

CERTIFIES FURTHER that, any provisions of Section 646e of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

N.B. ~~xxxxx~~ No.— 54-70 Construction classification— Fireproof,

Occupancy classification—Public . Height 4 stories, 43' feet

Date of completion— 4-11-77 . Located in R-6 M1-1 Zoning District.

at time of issuance of permit.

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: BSA CAL. 722-70-BZ and The City Planning Commission: (Calendar number to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

Off-Street Parking Spaces Open Spaces Playground 5,8450 sq. ft.

Off-Street Loading Berths

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED	USE

[redacted]

STATE OF NEW YORK)
COUNTY OF BRONX)

Pursuant to CPLR 4518(c), this certification will serve to authenticate this document as a true and accurate copy of a record of the Department of Buildings. This record was made in the regular course of business of the Department of Buildings; it was the regular practice of the Department to make records of this type; and the record was made at or about the same time of occurrence of the events recorded.

Dated: MAY 27 2004 By: [signature] Designated Certifying Officer

CERTIFICATE OF OCCUPANCY MUST BE POSTED IN THE BUILDING IN ACCORDANCE WITH THE RULES OF THE DEPARTMENT PROMULGATED MARCH 31ST, 1967.

Sewage Disposal:
Sanitary Drainage (DOES) (DOES NOT) Discharge Into Either Sanitary or Combined Sewer

Storm Drainage (DOES) (DOES NOT) Discharge Into Either Storm or Combined Sewer

COPY

I. M. Cohen
Borough Superintendent

[signature]

4

NYC Buildings

Certificate of Occupancy

CO Number: 220044422F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.

Borough:	Bronx	Block Number:	02762	Certificate Type:	Final
Address:	830 HUNTS POINT AVENUE	Lot Number(s):	7	Effective Date:	09/28/2011
Building Identification Number (BIN):	2810639	Building Type:	New		

This building is subject to this Building Code: 2008 Code

For zoning lot metes & bounds, please see BISWeb.

B.

Construction classification:	2-B	(2008 Code)	
Building Occupancy Group classification:	E	(2008 Code)	
Multiple Dwelling Law Classification:	None		
No. of stories: 3	Height in feet: 60		No. of dwelling units: 0

C. Fire Protection Equipment:
Standpipe system, Fire alarm system, Sprinkler system

D. Type and number of open spaces:
None associated with this filing.

E. This Certificate is issued with the following legal limitations:
None

Borough Comments: None

Borough Commissioner

Commissioner

B Form 54 (Revised 03/05)

DOCUMENT CONTINUES ON NEXT PAGE

NYC Buildings

Certificate of Occupancy

CO Number: 220044422F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From	To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
[redacted]							

END OF SECTION

Borough Commissioner

Commissioner

1 Test (Good)
Grant

CAPITOL SPRINKLER SERVICE

51-51 59 Place
Woodside, NY 11377
718-533-6800

STANDPIPE INSPECTION REPORT

Location: 830 Hunts Point Ave Bronx ny.

Cert. of Fitness Holder Christopher Grant **Cert.#** [redacted] **Exp. Date:** 8-15-22

Month	DATE 2021	Pressure Reading	Valves Sealed	Hose Valve	Signs in Place	HOSE	Siamese	PRV	Signature, Defects noted
JAN	21	25/135	(Y) N	(Y) N	(Y) N	Y (N)	(Y) N	Y (N)	
FEB	9	30/140	(Y) N	(Y) N	(Y) N	Y (N)	(Y) N	Y (N)	
MAR	19	30/125	(Y) N	(Y) N	(Y) N	Y (N)	(Y) N	Y (N)	
APR	8	30/125	(Y) N	(Y) N	(Y) N	Y (N)	(Y) N	Y (N)	
MAY	17	25/120	(Y) N	(Y) N	(Y) N	Y (N)	(Y) N	Y (N)	
JUN			Y N	Y N	Y N	Y N	Y N	Y N	
JUL			Y N	Y N	Y N	Y N	Y N	Y N	
AUG			Y N	Y N	Y N	Y N	Y N	Y N	
SEP			Y N	Y N	Y N	Y N	Y N	Y N	
OCT			Y N	Y N	Y N	Y N	Y N	Y N	
NOV			Y N	Y N	Y N	Y N	Y N	Y N	
DEC			Y N	Y N	Y N	Y N	Y N	Y N	
JAN			Y N	Y N	Y N	Y N	Y N	Y N	
FEB			Y N	Y N	Y N	Y N	Y N	Y N	
MAR			Y N	Y N	Y N	Y N	Y N	Y N	

WARNING **THIS CARD MUST REMAIN AT THIS LOCATION FOR INSPECTION BY THE FIRE DEPARTMENT - DO NOT REMOVE !!!!!**

L/H Test Good Grant

CAPITOL SPRINKLER SERVICE CORP.

51-51 59th Place
Woodside, NY 11377
718-533-6800

FIRE SPRINKLER INSPECTION CARD

Location: 830 Hunts Point Ave Bronx NY.

Cert. of Fitness Holder Christopher Grant **Cert.#** [redacted] **Exp. Date:** 8-2-22

Month	DATE 2021	Pressure Reading	Valves Sealed	Spare Heads	Signs in Place	Painted Heads	Siamese	Missing Heads	Signature, Defects noted
JAN	21	25/135	(Y) N	(Y) N	(Y) N	Y (N)	(Y) N	Y (N)	Grant
FEB	9	30/140	(Y) N	(Y) N	(Y) N	Y (N)	(Y) N	Y (N)	Grant
MAR	19	30/125	(Y) N	(Y) N	(Y) N	Y (N)	(Y) N	Y (N)	Grant
APR	6	30/125	(Y) N	(Y) N	(Y) N	Y (N)	(Y) N	Y (N)	Grant
MAY	17	28/125	(Y) N	(Y) N	(Y) N	Y (N)	(Y) N	Y (N)	Grant
JUN			Y N	Y N	Y N	Y N	Y N	Y N	
JUL			Y N	Y N	Y N	Y N	Y N	Y N	
AUG			Y N	Y N	Y N	Y N	Y N	Y N	
SEP			Y N	Y N	Y N	Y N	Y N	Y N	
OCT			Y N	Y N	Y N	Y N	Y N	Y N	
NOV			Y N	Y N	Y N	Y N	Y N	Y N	
DEC			Y N	Y N	Y N	Y N	Y N	Y N	

WARNING **THIS CARD MUST REMAIN AT THIS LOCATION FOR INSPECTION BY THE FIRE DEPARTMENT - DO NOT REMOVE !!!!!**

A copy of the full report is available upon request.

FORM 8-D

Fire Pumps

Annual Inspection

Date: 5/10/21 **Inspector:** _____ **System:** Combo

Location: 930 Hunts Points Avenue, Bronx, NY 10474

Y = Satisfactory N = Unsatisfactory (explain below) N/A = Not applicable	
All Pumps—Hydraulic System	
Suction pressure gauge: 35 psi (bar).	
Discharge pressure gauge: 105 psi (bar).	
Pump starting pressure from pressure switch in controller: 90 psi (bar).	
Pump run time from controller: N/A minutes.	
Suction line control valves are sealed open.	Y
Discharge line control valves are sealed open.	Y
Bypass line control valves are sealed open.	Y
All control valves are accessible.	Y
Suction reservoir is full.	Y
Pump shaft seals dripping water (1 drop per second).	Y
System is free of vibration or unusual noise when running.	Y
Packing boxes, bearings, and pump casing are free of overheating.	Y
Electric Fire Pumps Only	
Isolating switch is monitoring abnormal power.	Y
Normal-phase rotation pilot light is "on."	Y
Reverse-phase pilot light is "off."	Y
Oil level in vertical motor sight glass is in normal range.	N/A
Steam Fire Pumps Only	
Steam pressure gauge reading normal: _____ psi (bar).	
Record time to reach running speed: _____ min, _____ sec.	
Diesel Fire Pumps Only	
Diesel tank is 2/3 full.	N
Batteries are fully charged.	N/A
Battery charger is operating properly.	
Battery terminals are clean.	
Battery state of charge is checked.	
Battery pilot lights are "on."	
Battery-failure pilot lights are "off."	
Engine-running-time meter is recording pump operation properly.	
Oil level in right-angle gear drive is normal.	
Diesel engine oil level is full.	

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FORM 8-D

Fire Pumps

Annual Inspection *(cont.)*

Diesel Fire Pumps Only	
Diesel engine water level is full.	
Water-jacket heater appears to be working properly.	N
Water-jacket piping is drip tight.	
Diesel engine water hose is in good condition.	A
Coolant antifreeze protection is adequate.	
Cooling line strainer is clean.	
Solenoid valve is operating correctly.	
Bearings and valves are lubricated.	
All pumps—controls	
Casing relief valve is free of damage.	Y
Pressure-relief valve is free of damage.	Y
All valves, fittings, and pipe are leak tight.	Y
Condensate drain trap is clean.	Y
Fire pump controller power is "on."	Y
Transfer-switch normal pilot light is "on."	Y
Jockey pump is operational.	Y
Jockey pump controller power is "on."	Y
Jockey pump controller is set on "auto."	Y
Fire pump shaft coupling appears properly aligned.	Y
Packing glands appear properly adjusted.	Y
Test header control valve is closed.	N/A
Test header is in good condition.	Y
Test header valves and caps are in good condition.	Y
Test header valve handles are in good condition.	Y
Test header valve swivel rotation is nonbinding.	Y
Bypass control valves are open.	Y
Control valves are sealed/not tampered.	Y
Control valves are locked/tampered.	Y
Control valves are properly tagged and identified.	Y
Flow meter control valves are closed.	N/A
Relief valve and cone are operational.	Y
Relief-valve pressure appears properly adjusted.	Y

Notes _____

Continue on reverse if necessary.

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CAPITOL

Saving Lives and Protecting Property Since 1952

PUMP TEST FORM

LOCATION: Hyde Leadership Charter School
930 Hunts Point Avenue
Bronx, NY 10474

DATE: 5/11/21

PUMP MAKE & MODEL: Ac Fire Pump (Inline)

PUMP RATING: [redacted]

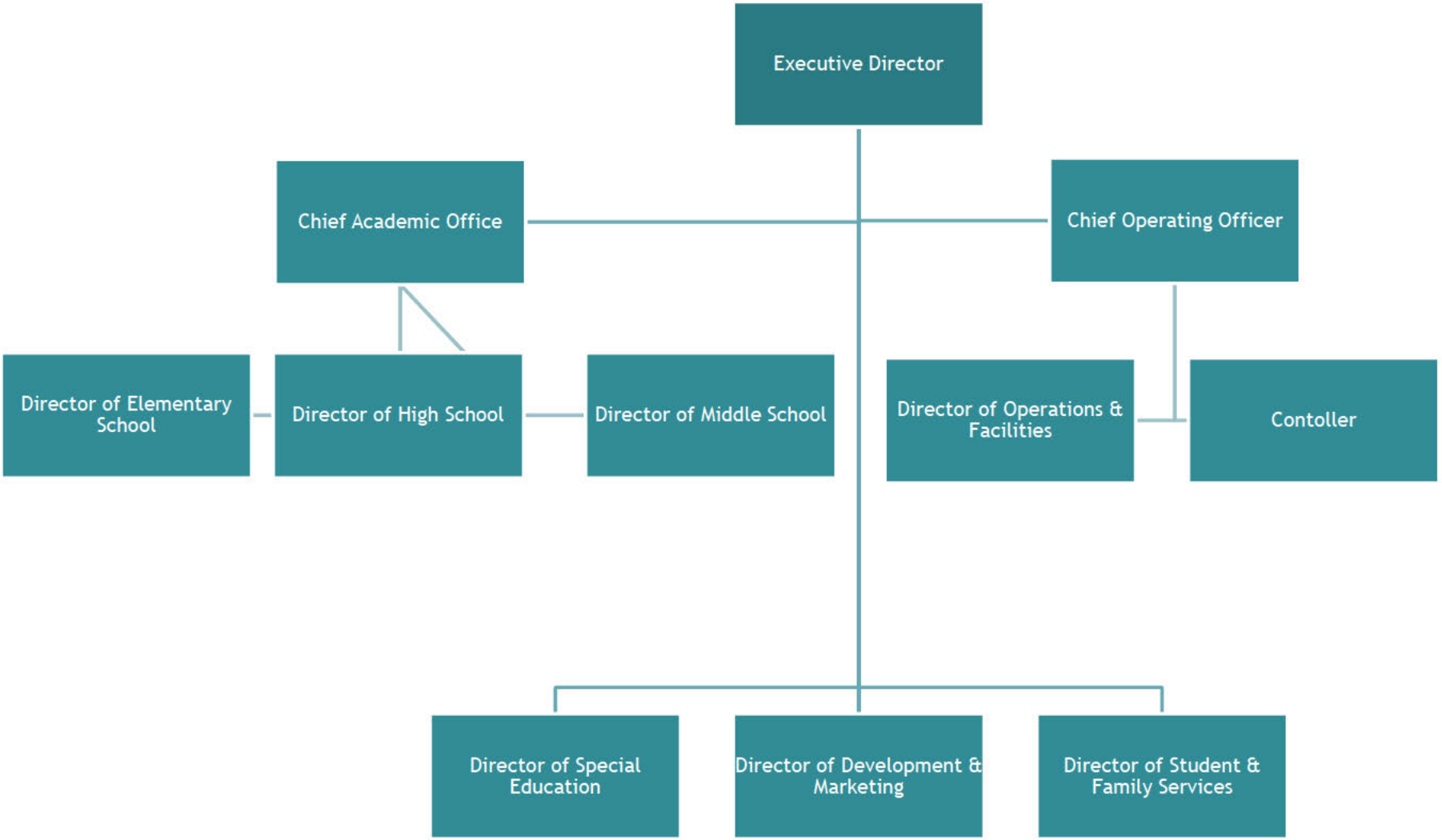
SERIAL NUMBER:

MONSTER SIZE:

	Pump Suction	Pump Discharge	RPM	Flow
Pump Churn	[redacted]			
100%				
150%				

NOTE [redacted]

PUMP TEST PERFORMED BY: Capitol Sprinkler Henry P.


Executive Director
Chief Academic Office
Chief Operating Officer
Director of Elementary School
Director of High School
Director of Middle School
Director of Operations & Facilities
Contoller
Director of Special Education
Director of Development & Marketing
Director of Student & Family Services

HYDE
Preparation for Life

2021-2022

SCHOOL YEAR CALENDAR

AUGUST/AGOSTO '21						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST/AGOSTO 2021

8/30: First day of school/Primer día de escuela

SEPTEMBER/SEPTIEMBRE '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

SEPTEMBER/SEPTIEMBRE 2021

9/6: No classes: K-12 Labor Day/No hay clases: Diá Laboral

9/7-8: No classes: K-12 Rosh Hashanah/No hay clases Rosh Hashanah

9/16: No classes: K-12 Yom Kippur/No hay clases Yom Kippur

OCTOBER/OCTUBRE '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

OCTOBER/OCTUBRE 2021

10/11: No classes: K-12 Indigenous Peoples' Day/No hay clases: Día de los Pueblos Indigenas

NOVEMBER/NOVIEMBRE '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

NOVEMBER/NOVIEMBRE 2021

11/4: No classes: K-12 Diwali/No hay clases Diwali

11/11: No classes: K-12 Veterans Day/No hay clases Día de los Veteranos

11/24-11/26: K-12 No classes: Thanksgiving Break/ No hay clases: Receso de Acción de Gracias

DECEMBER/DICIEMBRE '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

DECEMBER/DICIEMBRE 2021

12/20-12/31: No classes: K-12 Winter Break/No hay clases Vacaciones de invierno

School Divisions:

ES: Grades K-3/Grados K-3

MS: Grades 4-8/Grados 4-8

HS: Grades 9-12/Grados 9-12

White/Blanco: School is in session/La escuela esta en sesión

Yellow/Amarillo: No school (for at least one division)/ No hay classes (Por almenos una división)

Hyde Leadership Charter School - T: 718.991.5500 - F: 718.842.8616 - www.hydebronxny.org
730 Bryant Avenue (Grades K-8) - 830 Hunts Point Avenue (Grades 9-12) - Bronx, NY 10474

HYDE
Preparation for Life

2021-2022

CALENDARIO DEL AÑO ESCOLAR

JANUARY/ENERO '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY/ENERO 2022

1/17: No classes: K-12 Dr. Martin Luther King Jr. Day/ No hay clases

FEBRUARY/FEBRERO '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

FEBRUARY/FEBRERO 2022

2/1: No classes: K-12 Lunar New Year/No hay clases Año Nuevo Lunar

2/21-2/25: No classes: K-12 Mid-Winter Break/No hay clases Vacaciones de Mitad de Invierno

MARCH/MARZO '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MARCH/MARZO 2022

APRIL/ABRIL '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

APRIL/ABRIL 2022

4/11-4/15: No classes: K-12 Spring Break/No hay clases Vacaciones de Primavera

MAY/MAYO '22						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAY/MAYO 2022

5/3: No classes: K-12 Eid-al-Fitr/No hay clases Eid-al-Fitr

5/30: No classes: K-12 Memorial Day/No hay clases Día Commemorativo

JUNE/JUNIO '22						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JUNE/JUNIO 2022

6/20: No classes: K-12 Juneteenth (observed)/No hay clases 19 de Junio

6/24: Last day of school/Último día de escuela

6/25: High School Commencement/Comienzo

School Divisions:

ES: Grades K-3/Grados K-3

MS: Grades 4-8/Grados 4-8

HS: Grades 9-12/Grados 9-12

White/Blanco: School is in session/La escuela esta en sesion

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