

I. SCHOOL INFORMATION AND COVER PAGE

Created Friday, July 11, 2014

Updated Wednesday, July 30, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

320800860903 HYDE LEADERSHIP CS

2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School


3. DISTRICT / CSD OF LOCATION

NYC CSD 8

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
730 Bryant Avenue, 4th Fl Bronx, NY 10474	718-991-5500	718-842-8616	info@hydebronxny.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Mike McNamara
Title	Chief Operating Officer
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.hydebronxny.org

6. DATE OF INITIAL CHARTER

2006-07-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2006-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

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 12**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

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

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Betsy Olney	[REDACTED]		[REDACTED]
Operational Leader	Mike McNamara	[REDACTED]		[REDACTED]
Compliance Contact	Mike McNamara	[REDACTED]		[REDACTED]
Complaint Contact	Mike McNamara	[REDACTED]		[REDACTED]

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Betsy Olney	[REDACTED]		[REDACTED]
Operational Leader	Mike McNamara	[REDACTED]		[REDACTED]
Compliance Contact	Mike McNamara	[REDACTED]		[REDACTED]
Complaint Contact	Mike McNamara	[REDACTED]		[REDACTED]

13. Are the School sites co-located?

Yes

13a. Please list the terms of your current co-location.

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

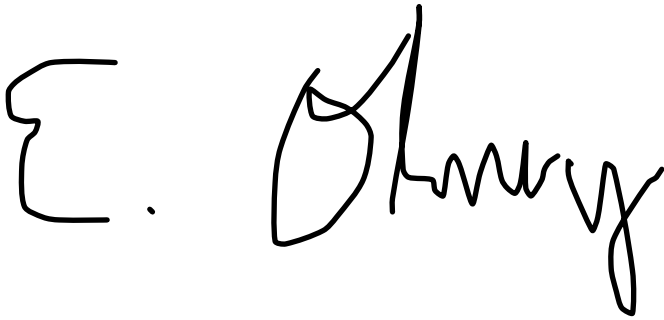
14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

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

• Yes

Signature, Head of Charter School

A handwritten signature in black ink that reads "E. Ohmy". The "E" is a simple block letter, and "Ohmy" is written in a cursive style.

Signature, President of the Board of Trustees

A handwritten signature in black ink that reads "AJ Ziper". "AJ" is written in a stylized, blocky cursive, and "Ziper" is written in a more fluid cursive.

Thank you.

Appendix A: Progress Toward Goals

Created Wednesday, July 30, 2014

Updated Friday, October 31, 2014

Page 1

Charter School Name: 320800860903 HYDE LEADERSHIP CS

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/reportcard.php?year=2013&instid=800000059325>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the results are not available by August 1st, please list the goals and explain this in the "progress toward goal attainment" column. This task will reopen for the school to update and finalize by the November 1, 2014 due date.

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	Math & ELA Performance Hyde Leadership Charter School's students who have been at HYDE-BRONX for at least three years will, on average, meet or exceed the average city-wide aggregate math scores. 1. The aggregate ELA and Math scores for elementary and intermediate school students who have been at HYDE-BRONX for one year will meet or exceed the average scores of the other District 8 schools. 2. After two years at HYDE-BRONX, these aggregate scores will exceed the district's average. 3. After three years at HYDE-BRONX, these	Mandated New York State assessments in elementary and middle schools	1. Not Met for ELA, Met for Math 2. Not Met for ELA, Met for Math 3. Not Met	Action Steps Taken: -We have invested in a research-based math intervention program for Grades 3-5. -We have added a second grade Integrated Co-Teaching (ICT) class to better meet the needs of students with disabilities. By the end of the year we hope to have associate teachers providing additional support in the other two second grade classes. -We have enrolled our most struggling students in Grades 3-5 in a mentoring program in which they meet one-on-one with a mentor at least once per week. -We have expanded our

aggregate scores will meet or exceed the average city-wide aggregate ELA and Math scores.

relationship with Reading Partners, a national non-profit that recruits and trains community volunteers to work one-on-one with students for 45 minutes twice a week, following a structured, research-based curriculum.
 -We have expanded our use of NWEA MAP assessments to generate data that can help with differentiated instruction.
 -We have invested in the use of Kurzweil 3000, an integrated scan and read software program that provides multisensory access to reading materials for students in Grades K-12.
 -Last year we conducted more than 1500 observations of teachers (with feedback) in Grades K-8. This year we expect to increase this amount, paying particular attention to the least experienced and most challenged teachers.

Academic Goal 2

Promotion Rates
 1. After their first year at HYDE-BRONX, students' promotion rates will meet or exceed the average promotion rate at other District 8 schools.
 2. After their second and third years at HYDE-BRONX, students' promotion rates will exceed average promotion rates at other District 8 schools.
 3. After three years at HYDE-BRONX, students' promotion rates will meet or exceed aggregate promotion rates of all NYC schools combined.

Promotion measures prescribed by the New York City of Department of Education for the School Report Card

1. 93.8% first year students promoted
 2. 90.7% second year students and 97.6% third year students were promoted
 3. 93.4% of students after three year were promoted.

No action steps needed

Academic Goal 3

Adequate Yearly Progress First and second grade students in Hyde Leadership Charter School will achieve annual yearly progress (AYP) as

1. Scores on the Gates and MacGinitie Decoding and Vocabulary subtests

1. Not Met
 60% of students scored above 40% in the National Percentile Rank. An additional 10.7% scored from the 35th to the 40th

1. In first grade, we will continue to have two credentialed teachers in each section that allows for more individualized instruction for students and

indicated by internal measures outlined below.
First and Second Grade:
1. 90% of each cohort will test above the 40th National Percentile Rank on the Gates MacGinitie decoding and vocabulary subtests by June of each school year.
2. At least 80% of each cohort will achieve an average performance grade of 80% accuracy on standards-based end of year math assessments.

2. End of the year math assessment

percentile. 68% of Hyde second graders exceeded that standard. As first graders in FY13, only 55% of them met the 40% threshold, a 23.6% gain year-over-year.

2. Not Met for 1st grade; Met for 2nd grade

78% of 1st graders achieved at least 80% accuracy on the year-end math assessment. 82% of 2nd graders exceed the 80% standard.

in-depth collaboration among co-teachers. We will also move forward in our second year of implementing, with fidelity, the Core Knowledge Language Arts curriculum in Grades K-3 which provides the structure, materials, and content necessary to scaffold learning, assessments, and appropriate grouping for all students. The shift in our practice will be in the deeper and more frequent analysis of student work products and learning to more readily identify the areas of struggle or opportunities for enrichment.

Nine students who failed to meet grade level expectations and who tested as good candidates for retention on the Light's Retention Scale will spend a second year in first grade. Two students will be held over in second grade.

Since several of the students who struggled to meet proficiency targets were new to the school, we recognize that incoming students may require additional support services. To this end, we are building a "summer bridge" program for incoming students and all new students will be assigned to transitional intervention groups, at the beginning of the year, for a minimum of six weeks.

2. To better ensure that proficiency targets are met, we have taken the following steps:

-At least one teacher from each grade-level will receive training in the

summer of 2014 in the implementation of the TERC Investigations curriculum, the common-core aligned math curriculum that is used in Grades K-5;
 -Math intervention teachers will provide one-on-one or small group support for students in the bottom third of each class at least 120 minutes each week;
 -In Grades 2-5, we will adopt the research-based “Do the Math” intervention program for use with our most struggling students.

Academic Goal 4	<p>Value-Added Performance/Progress Each grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State ELA exam (baseline) and 90 percent at or above Level 3 on the current year’s State ELA exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year’s ELA exam, the school is expected to demonstrate some growth (above 75 percent) in the current year (for grades 3-8).</p> <p>Each grade-level cohort of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State Math exam (baseline) and 75 percent at or above Level 3 on the current year’s State Math exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year’s</p>	<p>(For measuring this goal, the difference will be calculated by subtracting the percentage of students who scored proficient on the NYS ELA test enrolled at the school on BEDS day of year 1 from the percentage of the same students who scored proficient on the NYS ELA test in year 2 and were continuously enrolled for two consecutive years on BEDS day.)</p> <p>(For measuring this goal, the difference will be calculated by subtracting the percentage of student who scored proficient on the NYS MATH test enrolled at the school on BEDS day of year 1 from the percentage of the same students who scored proficient on the NYS MATH test in year 2 and were continuously enrolled for two consecutive years on BEDS day).</p>	Goal Not Met	See Goal 1 for Action steps.
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Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year (for grades 3-8.)

Academic Goal 5

High School Goals
5a. By the end of their 4th year in the Hyde-Bronx high school division, 75 percent of these students will have scored at least 65 on the New York State Regents examinations in ELA.

ELA Regents exams

Goal Met

Class of 2014: 95%

5b. By the end of their 4th year in the Hyde-Bronx high school division, 75 percent of these students will have scored at least 65 on a New York State Regents examination in Math.

Integrated Algebra
Geometry

Goal Met

Class of 2014: 98%

5c. By the end of their 4th year in the Hyde-Bronx high school division, 75 percent of these students will have scored at least 65 on a third New York State Regents examination.

Living Environment and
Global History and
Geography Regents Exams

Goal Met

Class of 2014: 95%

5d. At least 75% of each entering class of ninth graders who remain at Hyde-Bronx will graduate within five years.

Graduation/Enrollment
Rates

Goal Met

97% of our students graduated.

5e. Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYCDOE Progress Report peer schools.

English Regents Exam

N/A

The percent of students in the high accountability cohort passing an English Regents exam with a score of 65 or higher is 95%. The Progress Report has not yet come out, so we cannot compare at this time.

5f. Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score

Math Regents Exam

N/A

The percent of students in the high accountability cohort passing a Math Regents exam with a score of 65 or higher is 98%. The Progress Report has not yet come out, so we cannot compare at this time.

of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYCDOE Progress Report peer schools.

Academic Goal 6	<p>Student Attendance</p> <p>Attendance at HYDE-BRONX will exceed city averages.</p> <ol style="list-style-type: none"> 1. During their first year at HYDE-BRONX, students' attendance rates will meet or exceed average attendance at other District 8 schools. 2. During their second and third years at HYDE-BRONX, students' attendance rates will meet or exceed average attendance at other District 8 schools. 3. After three years at HYDE-BRONX, students' attendance rates will meet or exceed aggregate attendance rates of all NYC schools combined. 	Student Attendance	<ol style="list-style-type: none"> 1. Goal Met. Attendance for first year students at Hyde was 95.04% compared to 87.84% in all District 8 schools. 2. Goal Met. Second year students had an average attendance rate of 92.36%, while third-year students had an attendance rate of 95.60%. 3. Goal Met. The average attendance rate for students after 3 years at Hyde was 93.43% compared to 90.85% for all NYC schools.
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Academic Goal 7	<p>Student Attrition</p> <ol style="list-style-type: none"> 1. 25% or less of first-year students will fail to return to HYDE-BRONX for their second year. 2. 20% or less of second-year students will fail to return to HYDE-BRONX for their third year. 3. 15% or less of students will fail to return to HYDE-BRONX after each ensuing year. 	Student Enrollment	<p>Goal Met</p> <ol style="list-style-type: none"> 1. 3.1% first year students failed to return to Hyde for their second year. 2. 4.7% second year students failed to return to Hyde for their third year. 3. The percentage of students failing to return after each ensuing year was less than 15%.
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Academic Goal 8	<p>Parent Participation</p> <p>At least 80% of parents, guardians or other committed adults will participate in at least SIX HYDE parent events/activities each year. Events/activities include: Family Days, Parent Discovery nights, parent teacher conferences, parent/family retreats and workshops.</p>	Parent attendance at events and meetings	Goal Met	80.46% of our parents attended at least six Family Program events
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2a1. Do have more academic goals to add?

Yes

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 9	Enrollment Stability Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be measured each year by an analysis of student enrollment figures in ATS.	Student Enrollment	Goal Met. Our target enrollment average number for 2013-2014 was 942 and our average enrollment for the year was 948.	
Academic Goal 10	Parent Satisfaction Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.	DOE Learning Environment Survey selected questions	Goal Met	52% of our families responded to the survey. The NYCDOE changed metrics for this year. The scores are now out of 100% and the categories changed to the following: Instructional Core, Systems for Improvement, and School Culture. Parents had a 95% satisfaction rate in all categories.
Academic Goal 11				*

2a2. Do have more academic goals to add?

No

2b. ORGANIZATIONAL GOALS

2013-14 Progress Toward Attainment of Organizational Goals

Organizational Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
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2b.1 Do you have more organizational goals to add?

No

2c. FINANCIAL GOALS

2013-14 Progress Toward Attainment of Financial Goals

Financial Goals	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1 Financial Compliance & Viability 10a. Upon completion of every year, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings. 10b. The school will have liquid financial assets at least equal to one year's rent at each quarter end.	Financial Audit	Goal Met	Narrative from independent auditing firm has been attached to this report.

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Friday, July 25, 2014

Updated Friday, August 01, 2014

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Charter School Name: 320800860903 HYDE LEADERSHIP CS

B. Financial Information

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

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	17723377
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	957
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	18520

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	810764
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	755383
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	1566147
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	957
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	1637

Thank you.

Audited Financial Statement Checklist

Created Thursday, July 31, 2014

Page 1

Charter School Name:

1. Please check each item that is included in the 2013-14 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Yes
CSP Agreed Upon Procedures (if applicable)	Yes
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Not Applicable

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2013-14 Audited Financial Statement.

	Yes/No
Report on Compliance	Not Applicable
Report on Internal Control over Financial Reporting	Not Applicable
Single Audit	Not Applicable
CSP Agreed Upon Procedures Report	Not Applicable
Management Letter	Not Applicable

Thank you.

Hyde Leadership Charter School

Financial Statements
Year Ended June 30, 2014

Hyde Leadership Charter School

Financial Statements
Year Ended June 30, 2014

Hyde Leadership Charter School

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Independent Auditor's Report

To the Board of Trustees
Hyde Leadership Charter School
Bronx, New York

We have audited the accompanying financial statements of Hyde Leadership Charter School (the "School"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses and cash flows for the year 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.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. 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 Hyde Leadership Charter School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the financial statements of Hyde Leadership Charter School as of and for the year ended June 30, 2013, and our report dated October 28, 2013 expressed an unqualified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2014 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 School's internal control over financial reporting and compliance.

BDO USA, LLP

October 29, 2014

Hyde Leadership Charter School

Statement of Financial Position (with comparative totals for 2013)

<i>June 30,</i>	2014	2013
Assets		
Cash and cash equivalents (Note 2)	\$ 959,381	\$2,091,481
Investments, at fair value (Notes 2 and 4)	4,470,121	3,602,122
Grants, contracts and other receivables	717,162	739,266
Prepaid expenses and other assets (Note 7)	590,601	592,517
Property and equipment, net (Notes 2 and 3)	630,580	695,763
	\$7,367,845	\$7,721,149
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	\$ 931,956	\$ 783,243
Refundable advances	-	115
Deferred rent payable (Note 10)	2,162,699	1,439,233
Total Liabilities	3,094,655	2,222,591
Commitments and Contingencies (Notes 7, 8 and 9)		
Net Assets (Note 2):		
Unrestricted	4,273,190	5,498,558
	\$7,367,845	\$7,721,149

See accompanying notes to financial statements.

Hyde Leadership Charter School

Statement of Activities (with comparative totals for 2013)

<i>Year ended June 30,</i>	2014	2013
	(Unrestricted)	
Operating Revenue (Notes 2 and 5):		
State and local per pupil operating revenue	\$14,654,379	\$14,325,094
Government grants	790,723	802,290
Total Operating Revenue	15,445,102	15,127,384
Operating Expenses:		
Program services	15,647,748	13,872,810
Supporting services:		
Management and general	1,202,311	1,006,573
Development	281,546	239,208
Total Operating Expenses	17,131,605	15,118,591
Net (Loss) Income From School Operations	(1,686,503)	8,793
Support and Other Revenue:		
Contributions	391,799	301,897
Other income	50,097	95,858
Interest income	19,239	26,002
In-kind revenue (Note 10)	-	212
Total Support and Other Revenue	461,135	423,969
Change in Net Assets	(1,225,368)	432,762
Net Assets, Beginning of Year	5,498,558	5,065,796
Net Assets, End of Year	\$ 4,273,190	\$ 5,498,558

See accompanying notes to financial statements.

Hyde Leadership Charter School

Statement of Functional Expenses (with comparative totals for 2013)

Year ended June 30,

	Supporting Services				2014 Total	2013 Total
	Program Services	Management and General	Development	Total Supporting Services		
Salaries	\$ 8,734,178	\$ 810,764	\$ 192,369	\$ 1,003,133	\$ 9,737,311	\$ 8,526,556
Payroll taxes and employee benefits	2,093,325	226,957	35,033	261,990	2,355,315	2,089,702
Instructional supplies and equipment	380,127	1,044	-	1,044	381,171	274,056
Professional fees and dues	79,909	56,627	361	56,988	136,897	116,692
Instructional support	419,442	11,832	8,137	19,969	439,411	426,307
Professional development	215,463	3,582	638	4,220	219,683	221,378
Childcare	53,526	-	-	-	53,526	51,913
Business insurance	65,347	3,498	1,116	4,614	69,961	70,102
Telephone	22,590	1,743	26	1,769	24,359	26,568
Repairs and maintenance	115,335	363	-	363	115,698	123,542
Food services	81,709	-	-	-	81,709	87,524
Management fee (Note 8)	138,750	7,500	3,750	11,250	150,000	150,000
Printing and postage	52,578	7,391	64	7,455	60,033	66,662
Bank and payroll charges	159,027	22,329	3,516	25,845	184,872	74,555
Retreats, conferences and transportation	151,743	202	1,145	1,347	153,090	83,805
Marketing and recruitment	99,075	371	-	371	99,446	43,708
Technology supplies and services - nonclassroom	217,659	13,574	4,289	17,863	235,522	175,393
Noncapitalized office furniture	-	-	-	-	-	170
Other administrative support	17,823	4,264	129	4,393	22,216	41,664
Office supplies	52,102	5,359	120	5,479	57,581	61,056
Rent	1,863,676	-	-	-	1,863,676	1,863,677
Other occupancy costs	307,267	-	-	-	307,267	239,429
Depreciation and amortization	310,689	16,794	8,396	25,190	335,879	273,939
Miscellaneous expenses	16,408	8,117	22,457	30,574	46,982	30,193
Total Expenses	\$15,647,748	\$1,202,311	\$281,546	\$1,483,857	\$17,131,605	\$15,118,591

See accompanying notes to financial statements.

Hyde Leadership Charter School

Statement of Cash Flows (with comparative totals for 2013)

<i>Year ended June 30,</i>	2014	2013
Cash Flows From Operating Activities:		
Change in net assets	\$(1,225,368)	\$ 432,762
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	335,879	273,939
Changes in operating assets and liabilities:		
Decrease (increase) in grants, contracts and other receivables	22,104	(88,542)
Decrease (increase) in prepaid expenses and other assets	1,916	(92,517)
Increase in accounts payable and accrued expenses	148,712	81,098
Decrease in refundable advances	(115)	(3,937)
Increase in deferred rent payable	723,466	756,677
Net Cash Provided By Operating Activities	6,594	1,359,480
Cash Flows From Investing Activities:		
Additions to property and equipment	(270,696)	(164,125)
Purchase of investments	(5,492,998)	(4,186,438)
Sale of investments	4,625,000	3,385,000
Net Cash Used In Investing Activities	(1,138,694)	(965,563)
Net (Decrease) Increase in Cash and Cash Equivalents	(1,132,100)	393,917
Cash and Cash Equivalents, Beginning of Year	2,091,481	1,697,564
Cash and Cash Equivalents, End of Year	\$ 959,381	\$ 2,091,481

See accompanying notes to financial statements.

Hyde Leadership Charter School

Notes to Financial Statements

1. Description of School

Hyde Leadership Charter School (the "School") is an 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. A renewed charter was granted in January 2011 which expires on June 30, 2015 and is subject to renewal. The School operates classes for students in kindergarten through grade 12.

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.

2. Summary of Significant Accounting Policies

(a) Basis of Presentation

The financial statements of the School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America.

(b) Financial Statement Presentation

The classification of a not-for-profit organization's net assets and its support, revenue and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of three classes of net assets, permanently restricted, temporarily restricted, and unrestricted, be displayed in a statement of financial position and that the amounts of change in each of those classes of net assets be displayed in a statement of activities.

These classes are defined as follows:

- (i) Permanently Restricted* - Net assets resulting from contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the School.
- (ii) Temporarily Restricted* - Net assets resulting from contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the School pursuant to those stipulations. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities.
- (iii) Unrestricted* - The part of net assets that is neither permanently nor temporarily restricted by donor-imposed stipulations.

(c) Cash and Cash Equivalents

The School considers highly liquid investments with original maturities of 90 days or less to be cash equivalents. The School has not experienced any losses on these accounts. The School maintains a separate account with a minimum balance requirement of \$70,000. The minimum balance is required at all times based on the School's charter documents.

Hyde Leadership Charter School

Notes to Financial Statements

(d) Property and Equipment

Property and equipment are recorded at cost. Additions and improvements or betterments in excess of \$500 with an estimated useful life of three or more years are capitalized. Depreciation and amortization is computed using the straight-line method over the estimated useful lives of the assets. Property and equipment acquired with certain government contract funds are recorded as expenses pursuant to the terms of the contract. The estimated useful lives of the assets are as follows:

Computers and software	3 years
Furniture and equipment	5 years
Leasehold improvements	10 years
Instructional assets	3-5 years

(e) Fair Value Measurements

Accounting Standards Codification ("ASC") 820, "Fair Value Measurement", establishes a hierarchy for inputs used in measuring fair value that maximizes the use of observable inputs and minimizes the use of unobservable inputs by requiring that inputs that are most observable be used when available. Observable inputs are inputs that market participants operating within the same marketplace as the School would use in pricing the School's asset or liability based on independently derived and objectively determinable market data. Unobservable inputs are inputs that cannot be sourced from a broad active market in which assets or liabilities identical or similar to those of the School are traded. The School estimates the price of any assets for which there are only unobservable inputs by using assumptions that market participants that have investments in the same or similar assets would use as determined by the money managers administering each investment based on best information available in the circumstances. The input hierarchy is broken down into three levels based on the degree to which the exit price is independently observable or determinable as follows:

Level 1 - Valuation based on quoted market prices in active markets for identical assets or liabilities. Since valuations are based on quoted prices that are readily and regularly available in an active market, valuation of these products does not entail a significant degree of judgment. Examples include equity securities and publicly-traded mutual funds that are actively traded on a major exchange or over-the-counter market.

Level 2 - Valuation based on quoted market prices of investments that are not actively traded or for which certain significant inputs are not observable, either directly or indirectly, such as municipal bonds. The fair value of municipal bonds is estimated using recently executed transactions, bid/asked prices and pricing models that factor in, where applicable, interest rates, bond spreads and volatility.

Level 3 - Valuation based on inputs that are unobservable and reflect management's best estimate of what market participants would use as fair value. Examples include limited partnerships and private equity investments.

All of the School's investment assets at June 30, 2014 are in certificates of deposit and are classified as Level 1.

Hyde Leadership Charter School

Notes to Financial Statements

Investments are stated at their fair values in the statement of financial position. Net realized gains and losses and net change in unrealized gains and losses for the period are shown in the statement of activities. The School's investment portfolio is comprised of investments in certificates of deposit. At June 30, 2014, cost approximates fair value.

(f) Revenue Recognition

The School recognizes gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. The School reports amounts received with donor stipulations that limit the use of the assets for certain purposes as unrestricted net assets if the stipulated purpose restriction is accomplished in the same year. Contributions of assets other than cash are recorded at their estimated fair value.

Revenue from state and local governments resulting from the School's charter status is based on the number of students enrolled, and is recorded when services are performed in accordance with the charter agreement.

Revenue from Federal, state and local government grants and contracts is recognized by the School when qualifying expenditures are incurred and billable to the government or when required services have been provided.

All of the School's grant, contract, and other receivables are expected to be collected within one year.

The School recognizes as income contributed services that require specialized skills, are provided by individuals possessing those skills and would typically need to be purchased if they had not been contributed.

A number of volunteers have made a contribution of their time to the School to develop its academic programs and to serve on the School's Board of Trustees. The value of this contributed time is not reflected in these financial statements since it does not meet the criteria for recognition.

(g) Expenses

Expenses are classified according to the functional categories for which they are incurred, as follows:

- Program Services - represents expenses directly associated with general education and special education for certain students requiring additional attention and guidance.
- Development - represents expenses directly associated with the School's effort to raise funds to support the operations of the School.
- Management and General - represents expenses related to the overall administration and operation of the School that are not associated with any program services or development.

Hyde Leadership Charter School

Notes to Financial Statements

(h) Income Taxes

The School is incorporated under a charter granted by the Board of Regents on behalf of the New York State Education Department and is exempt from Federal, state and local income taxes under Section 501(c)(3) of the Internal Revenue Code (the "IRC") and, therefore, has made no provision for income taxes in the accompanying financial statements. In addition, the School has been determined by the Internal Revenue Service not to be a "private foundation" within the meaning of Section 509(a) of the IRC. There was no unrelated business income for the year ended June 30, 2014.

Under ASC 740, "Income Taxes", an organization must recognize the tax benefit associated with tax positions taken for tax return purposes when it is more likely than not that the position will not be sustained upon examination by a taxing authority. The School does not believe it has taken any material uncertain tax positions and, accordingly, it has not recorded any liability for unrecognized tax benefits. The School has filed for and received income tax exemptions in the jurisdictions where it is required to do so. Additionally, the School has filed Internal Revenue Service ("IRS") Form 990 information returns, as required, and all other applicable returns in jurisdictions where so required. For the year ended June 30, 2014, there was no interest or penalties recorded or included in the statement of activities. The School is subject to routine audits by a taxing authority. As of June 30, 2014, the School was not subject to any examination by a taxing authority. Management believes it is no longer subject to income tax examination for the years prior to June 30, 2011.

(i) Use of Estimates

In preparing financial statements in conformity with generally accepted accounting principles, management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosures of contingent assets and liabilities at the date of the financial statements and revenues and expenses during the reported period. Actual results could differ from those estimates.

(j) Concentration of Credit Risk

The School maintains cash and cash equivalent balances in bank deposit accounts, which may exceed Federally-insured limits. The School has not experienced any losses in such accounts and does not believe it is exposed to any significant credit risk on its cash and cash equivalent accounts.

(k) Comparative Financial Information

The financial statements include certain prior year summarized comparative information. With respect to the statement of functional expenses, the prior year expenses are presented by expense classification in total rather than functional category. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2013, from which the summarized information was derived.

(l) Reclassifications

Certain prior year balances have been reclassified to conform with the current year financial statement presentation.

Hyde Leadership Charter School

Notes to Financial Statements

3. Property and Equipment, Net

The School's property and equipment consist of the following:

June 30, 2014

Furniture and equipment	\$ 380,794
Computers and software	737,371
Leasehold improvements	204,657
Instructional assets	147,727
	1,470,549
Less: Accumulated depreciation	(839,969)
	\$ 630,580

For the year ended June 30, 2014, depreciation expense was \$335,879.

4. Investments at Fair Value

The following table shows, by level within the fair value hierarchy, the School's financial assets and liabilities that are accounted for at fair value on a recurring basis as of June 30, 2014. The financial assets and liabilities are classified in their entirety based on the lowest level of input that is significant to the fair value measurement. The School's assessment of the significance of a particular input to the fair value measurement requires judgment and may affect the asset or liability's placement within the fair value hierarchy levels.

June 30, 2014

	Fair Value Measurement at Report Date Using			Balance as of June 30, 2014
	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Other Unobservable Inputs (Level 3)	
Certificates of deposit	\$4,470,121	\$-	\$-	\$4,470,121

The School has investments in certificates of deposit with original maturities of greater than 3 months from the date of purchase, which the School considers to be short-term investments. The certificates of deposit represent interest-bearing cash accounts and are categorized as Level 1 of the fair value hierarchy.

5. Revenue Concentrations

During the year ended June 30, 2014, the School earned 92% of its revenue from the New York City Department of Education ("NYCDOE").

Hyde Leadership Charter School

Notes to Financial Statements

6. Agreement for School Facility

The School operates under a Facility Shared Use Agreement (the "Agreement") with the NYCDOE for dedicated and shared space at M.S. 424, a New York City public school located at 730 Bryant Avenue, Bronx, New York. The Agreement commenced on July 1, 2006 at a cost of \$1. The School is responsible for any overtime-related costs for services provided beyond the regular opening hours.

7. Commitments

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

The School entered into a 35-year lease in March 2010. The lease provides for the use of a new building with a commencement date of August 18, 2011. The lease requires a security deposit of \$500,000, which is included in the statement of financial position. Minimum future obligations under the lease are as follows:

Year ending June 30,

2015	\$ 1,174,416
2016	1,209,649
2017	1,245,938
2018	1,283,316
2019	1,321,816
Thereafter	55,805,664
	<hr/>
	\$62,040,799

The rent expense for the year ended June 30, 2014 was \$1,863,676, of which \$1,140,210 was paid to the lessor under the lease agreement, and \$723,466 was a noncash expense, attributable to an increase in deferred rent payable.

8. Licensing and Services Agreement

The Hyde Foundation, a not-for-profit organization dedicated to helping start and run charter schools, provides management, fundraising, and other administrative support services to the School. Pursuant to the terms of a three-year licensing and services agreement with an effective date of July 1, 2013, the School pays the Hyde Foundation an annual fee of \$150,000 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.

Hyde Leadership Charter School

Notes to Financial Statements

9. Employee Benefit Plan

The School maintains a deferred compensation plan qualified under Section 403(b) of the IRC. The School matches up to 5% of each employee's annual compensation not to exceed the employee's annual salary deferral amount. The School may also elect to make additional contributions to the plan on a discretionary basis. The School made contributions totaling \$333,062 for the year ended June 30, 2014.

10. Deferred Rent Payable

The School has an operating lease which contains predetermined increases in the rentals payable during the term of such lease. For this lease, the aggregate rental expense is recognized on a straight-line basis over the lease term. The difference between the expenses charged to operations in any year and the amount payable under the lease during the year is recorded as deferred rent payable on the School's statement of financial position, which will reverse over the lease term. Deferred rent payable amounted to \$2,162,699 as of June 30, 2014.

11. Subsequent Events

The School's management has performed subsequent event procedures through October 29, 2014, which is the date the financial statements were available to be issued and there were no other subsequent events requiring adjustment to the financial statements or disclosures as stated herein.



Independent Auditor's 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*

To the Board of Trustees
Hyde Leadership Charter School
Bronx, New York

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, 2014, 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 29, 2014.

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) to determine the audit 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 of 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 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 of 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.

BDO USA, LLP

October 29, 2014

HYDE LEADERSHIP CHARTER SCHOOL

PROJECTED BUDGET FOR 2014-2015

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	14,117,814	1,892,049	-	550,000	-	16,559,863	
Total Expenses	14,006,609	2,019,557	-	285,595	542,462	16,854,223	
Net Income	111,205	(127,508)	-	264,405	(542,462)	(294,360)	
Actual Student Enrollment	816	142					
Total Paid Student Enrollment	-	-					
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
District of Location	\$13,777.00						
School District 2 (Enter Name)							
School District 3 (Enter Name)							
School District 4 (Enter Name)							
School District 5 (Enter Name)							
	13,191,478	1,754,000	-	-	-	14,945,478	
Special Education Revenue							
Grants							
Stimulus							
Other							
Other State Revenue							
TOTAL REVENUE FROM STATE SOURCES	13,191,478	1,754,000	-	-	-	14,945,478	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		138,049	-	-	-	138,049	
Title I	613,981					613,981	
Title Funding - Other	17,554					17,554	
School Food Service (Free Lunch)	47,090					47,090	
Grants							
Charter School Program (CSP) Planning & Implementation							
Other							
Other Federal Revenue							
TOTAL REVENUE FROM FEDERAL SOURCES	678,625	138,049	-	-	-	816,674	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising				550,000		550,000	
Erate Reimbursement	84,811					84,811	
Interest Income, Earnings on Investments, NYC-DYCD (Department of Youth and Community Developmt.)	33,000					33,000	
Food Service (Income from meals)	15,000					15,000	
Text Book	76,900					76,900	
Other Local Revenue	38,000					38,000	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	247,711	-	-	550,000	-	797,711	
TOTAL REVENUE	14,117,814	1,892,049	-	550,000	-	16,559,863	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						List exact titles and staff FTE's (Full time equivalent)
Executive Management		307,056	96,626	-	193,450	25,767	622,899
Instructional Management		801,855	170,970	-	-	-	972,825
Deans, Directors & Coordinators		1,061,472					1,061,472
CFO / Director of Finance							
Operation / Business Manager							
Administrative Staff		592,923	189,230	-	8,410	50,461	841,024
TOTAL ADMINISTRATIVE STAFF	-	2,763,306	456,826	-	201,860	76,228	3,498,220
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	59.00	3,941,885					3,941,885
Teachers - SPED	15.00		919,569				919,569
Substitute Teachers		113,000	29,500				142,500
Teaching Assistants							
Specialty Teachers	19.00	1,363,139					1,363,139
Aides							

HYDE LEADERSHIP CHARTER SCHOOL

PROJECTED BUDGET FOR 2014-2015

July 1, 2014 to June 30, 2015							Assumptions	
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
Total Revenue	14,117,814	1,892,049	-	550,000	-	16,559,863		
Total Expenses	14,006,609	2,019,557	-	285,595	542,462	16,854,223		
Net Income	111,205	(127,508)	-	264,405	(542,462)	(294,360)		
Actual Student Enrollment	816	142						
Total Paid Student Enrollment	-	-						
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
Therapists & Counselors	4.00	375,328	-	-	-	375,328		
Other	-	-	-	-	-	-		
TOTAL INSTRUCTIONAL	97	5,793,352	949,069	-	-	6,742,421		
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-		
Librarian	2.00	60,770	-	-	-	60,770		
Custodian	3.00	113,995	-	-	-	113,995		
Security	-	-	-	-	-	-		
Other	3.00	76,332	-	-	-	76,332	kitchen	
TOTAL NON-INSTRUCTIONAL	8	251,097	-	-	-	251,097		
SUBTOTAL PERSONNEL SERVICE COSTS	105	8,807,755	1,405,895	-	201,860	76,228	10,491,738	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		665,148	105,294	-	15,442	583	786,467	
Fringe / Employee Benefits		1,168,801	186,567	-	26,788	10,085	1,392,241	
Retirement / Pension		257,228	35,982	-	6,384	48,754	348,348	
TOTAL PAYROLL TAXES AND BENEFITS		2,091,177	327,843	-	48,614	59,422	2,527,056	
TOTAL PERSONNEL SERVICE COSTS		10,898,932	1,733,738	-	250,474	135,650	13,018,794	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	48,500	-	48,500	
Legal		-	-	-	14,400	-	14,400	
Management Company Fee		105,750	33,750	-	1,500	9,000	150,000	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		84,446	-	-	-	-	84,446	
Payroll Services		126,637	17,934	-	3,090	20,339	168,000	
Special Ed Services		-	10,000	-	-	-	10,000	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		-	-	-	52,500	-	52,500	
TOTAL CONTRACTED SERVICES		316,833	61,684	-	4,590	144,739	527,846	
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials		60,850	-	-	-	-	60,850	
Special Ed Supplies & Materials		-	3,000	-	-	-	3,000	
Textbooks / Workbooks		196,700	14,000	-	-	-	210,700	
Supplies & Materials other		64,800	6,000	-	-	6,000	76,800	
Equipment / Furniture		12,000	-	-	-	3,500	15,500	
Telephone		46,963	14,988	-	666	3,997	66,614	
Technology		83,431	25,545	-	-	56,015	164,991	
Student Testing & Assessment		55,500	-	-	-	-	55,500	
Field Trips		58,000	-	-	-	-	58,000	
Transportation (student)		-	-	-	-	-	-	
Student Services - other		89,200	-	-	-	-	89,200	
Office Expense		103,648	17,427	-	4,565	7,962	133,602	
Staff Development		168,525	31,600	-	-	67,200	267,325	
Staff Recruitment		-	-	-	-	51,600	51,600	
Student Recruitment / Marketing		-	-	-	-	-	-	
School Meals / Lunch		-	-	-	-	-	-	
Travel (Staff)		-	-	-	500	500	1,000	
Fundraising		-	-	-	24,800	-	24,800	
Other		70,525	-	-	-	52,500	123,025	
TOTAL SCHOOL OPERATIONS		1,010,142	112,560	-	30,531	249,274	1,402,507	
FACILITY OPERATION & MAINTENANCE								
Insurance		55,217	-	-	-	4,699	59,916	

HYDE LEADERSHIP CHARTER SCHOOL

PROJECTED BUDGET FOR 2014-2015

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	14,117,814	1,892,049	-	550,000	-	16,559,863	
Total Expenses	14,006,609	2,019,557	-	285,595	542,462	16,854,223	
Net Income	111,205	(127,508)	-	264,405	(542,462)	(294,360)	
Actual Student Enrollment	816	142					
Total Paid Student Enrollment	-	-					
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Janitorial	74,560	14,039	-	-	-	88,599	
Building and Land Rent / Lease	1,174,410	-	-	-	-	1,174,410	
Repairs & Maintenance	88,599	17,112	-	-	8,100	113,811	
Equipment / Furniture	8,335	-	-	-	-	8,335	
Security	38,960	7,420	-	-	-	46,380	
Utilities	95,621	18,004	-	-	-	113,625	
TOTAL FACILITY OPERATION & MAINTENANCE	1,535,702	56,575	-	-	12,799	1,605,076	
DEPRECIATION & AMORTIZATION	245,000	55,000	-	-	-	300,000	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	14,006,609	2,019,557	-	285,595	542,462	16,854,223	
NET INCOME	111,205	(127,508)	-	264,405	(542,462)	(294,360)	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location	816	142	958				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	816	142	958				
REVENUE PER PUPIL	17,301						
EXPENSES PER PUPIL	17,165	14,222					

Appendix E: Disclosure of Financial Interest Form

Created Monday, July 14, 2014

Updated Friday, July 25, 2014

Page 1

320800860903 HYDE LEADERSHIP CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Monday, July 14, 2014

Updated Friday, August 01, 2014

Page 1

320800860903 HYDE LEADERSHIP CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Herbert B. Fixler	Chair/President	Yes	legal	first elected in 2006. current term expires 12/31/14	ALL
2	Herbert Kaplan	Secretary	Yes	marketing	first elected in 2006. current term expires 11/30/15	Executive, Development
3	David Steadly	Member	Yes	finance	first elected in 2009. current term expires 10/31/15	Executive, Finance, Investment, Facilities,
4	Deborah Dumont	Member	Yes	education	first elected in 2009. current term expires 9/30/15	Executive, Education, Human Resources
5	Dennis Mehiel	Member	Yes	operations	first elected in 2012. Current term expires 11/30/15.	Finance, Development,
6	Wilder Baker	Member	Yes	public relations	first elected in 2009. current term expires 10/31/15.	Nominating, Development Marketing/PR/Advertising
7	Jeannette Melendez	Parent Rep	Yes	healthcare	first elected in 2012. current term expires 11/30/15	Facilities, Marketing/PR/Advertising
8	David Sachs	Member	Yes	education	first elected in 2013. current term expires 10/31/16.	Education

2. Total Number of Members Joining Board during the 2013-14 school year

1

3. Total Number of Members Departing the Board during the 2013-14 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

15

5. How many times did the Board meet during the 2013-14 school year?

12

6. How many times will the Board meet during the 2014-15 school year?

10

Thank you.

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

2012-13	SPED	ELL
Hyde	14.0%	8.4%
Charter Schools	13.1%	5.9%
District	17.8%	10.9%
Citywide	16.5%	15.6%

2013-14	SPED	ELL
Hyde	14.8%	9.0%

Our enrollment numbers for students with disabilities and English Language Learners have increased this year compared to last year. SPED enrollment is up 5.7 percentage points and ELL enrollment is up 7.1 percentage points. Ten percent of students with disabilities left during the school year and only 1% of English Language Learners withdrew from Hyde.

Our percentage for students eligible for Free and Reduced Lunch was 93.6%.

In admissions for the 2014-2015 school year, we received more than 2400 applications with about 100 seats available. Our recruitment efforts included the following:

- Recruitment documents noted services offered for English Language Learners and Students with Disabilities
- Translation of flyers into Spanish
- Provided Spanish translation at all information sessions
- Attended the Bronx Charter School Fair presented by the NYC Charter School Center
- Faxed our recruitment flyer to:
 - 72 schools that included day cares, private and public schools in district 8 and out of district in the Bronx
 - Rose F. Kennedy Center for Children’s Evaluation and Rehabilitation in the Bronx
 - Local health clinics, community churches, and community centers and organizations
 - Foster Care agencies
 - Local public libraries
 - Legal Aid Society
 - NY Family Hospital, NYPD
 - Homeless Shelters
 - Hunts Point Alliance for Children (HPAC)
 - We used the common charter application to reach out to more applicants

Appendix I: Teacher and Administrator Attrition

Created Monday, July 14, 2014

Updated Friday, August 01, 2014

Page 1

Charter School Name: 320800860903 HYDE LEADERSHIP CS

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
92	42	37

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
8	4	0

Thank you

Appendix J: Uncertified Teachers

Created Thursday, July 31, 2014

Page 1

Charter School Name: 320800860903 HYDE LEADERSHIP CS

Note Definition of FTE:

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf)

How many UNCERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2013-14?

For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

	FTE
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	9
(ii) tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	2
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	2
Total FTE (Sum of all Uncertified Teaching Staff)	13

How many CERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2013-14?

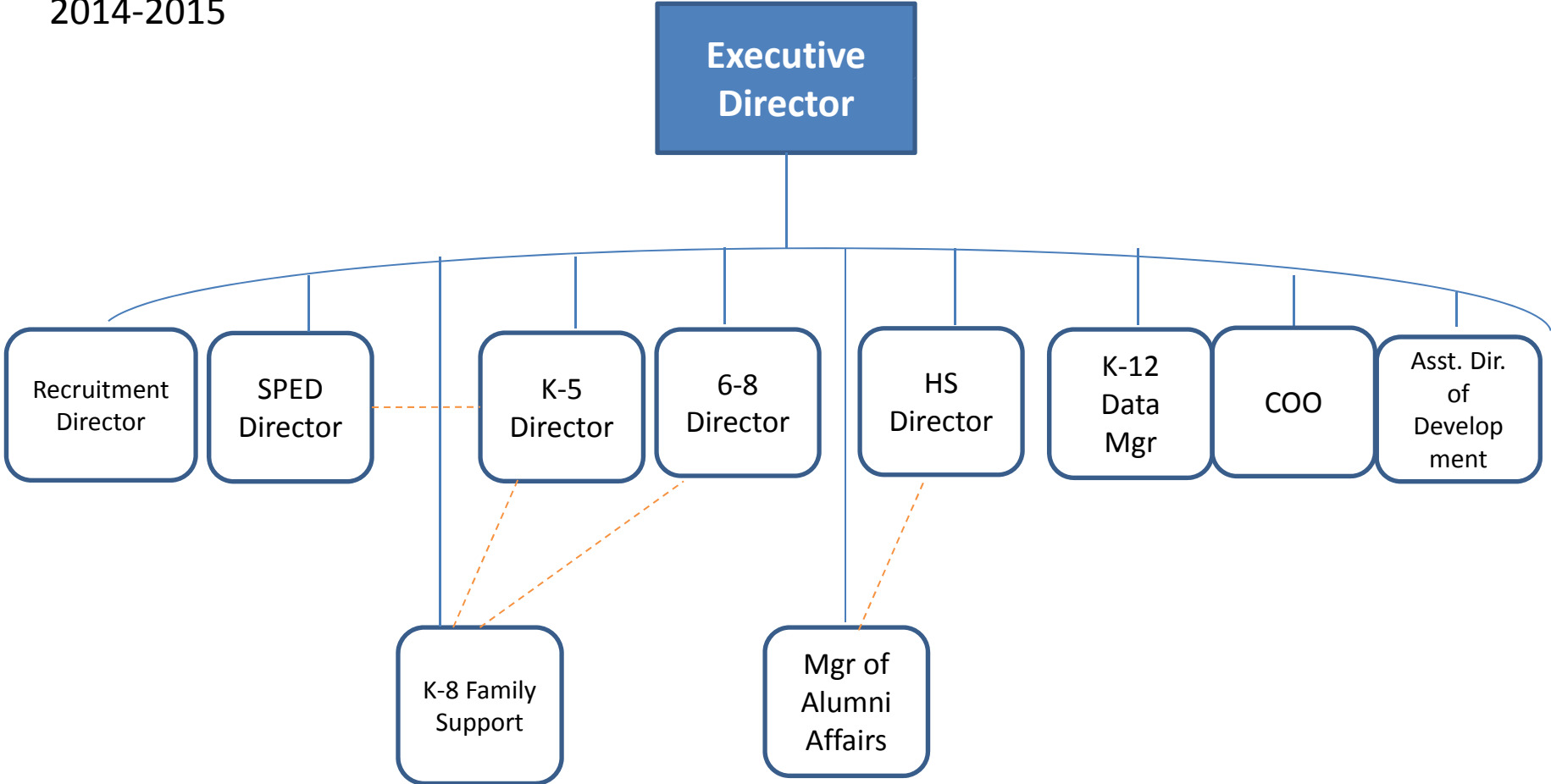
75

Thank you.

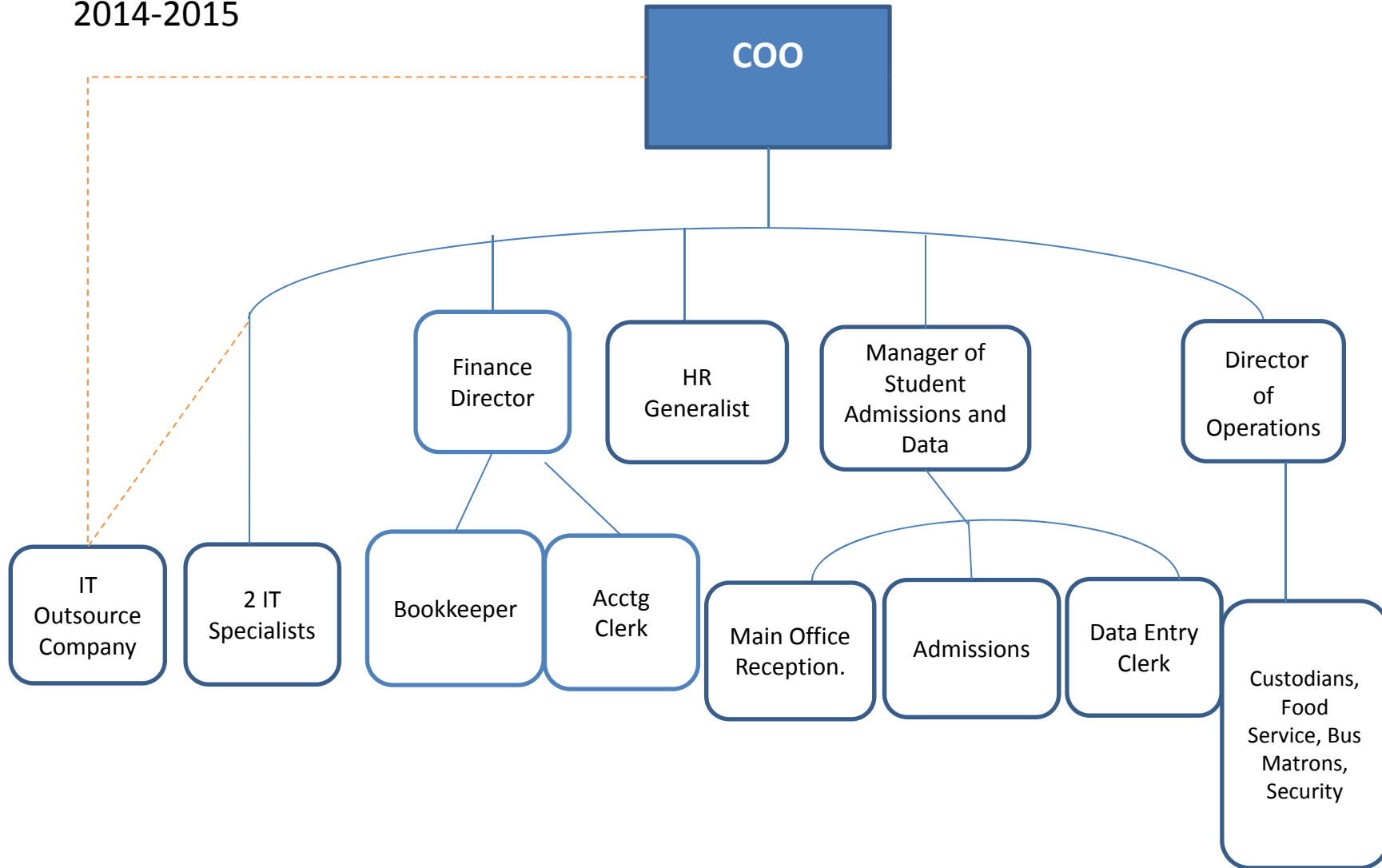
Hyde-Bronx

Organizational Structure 2014-15

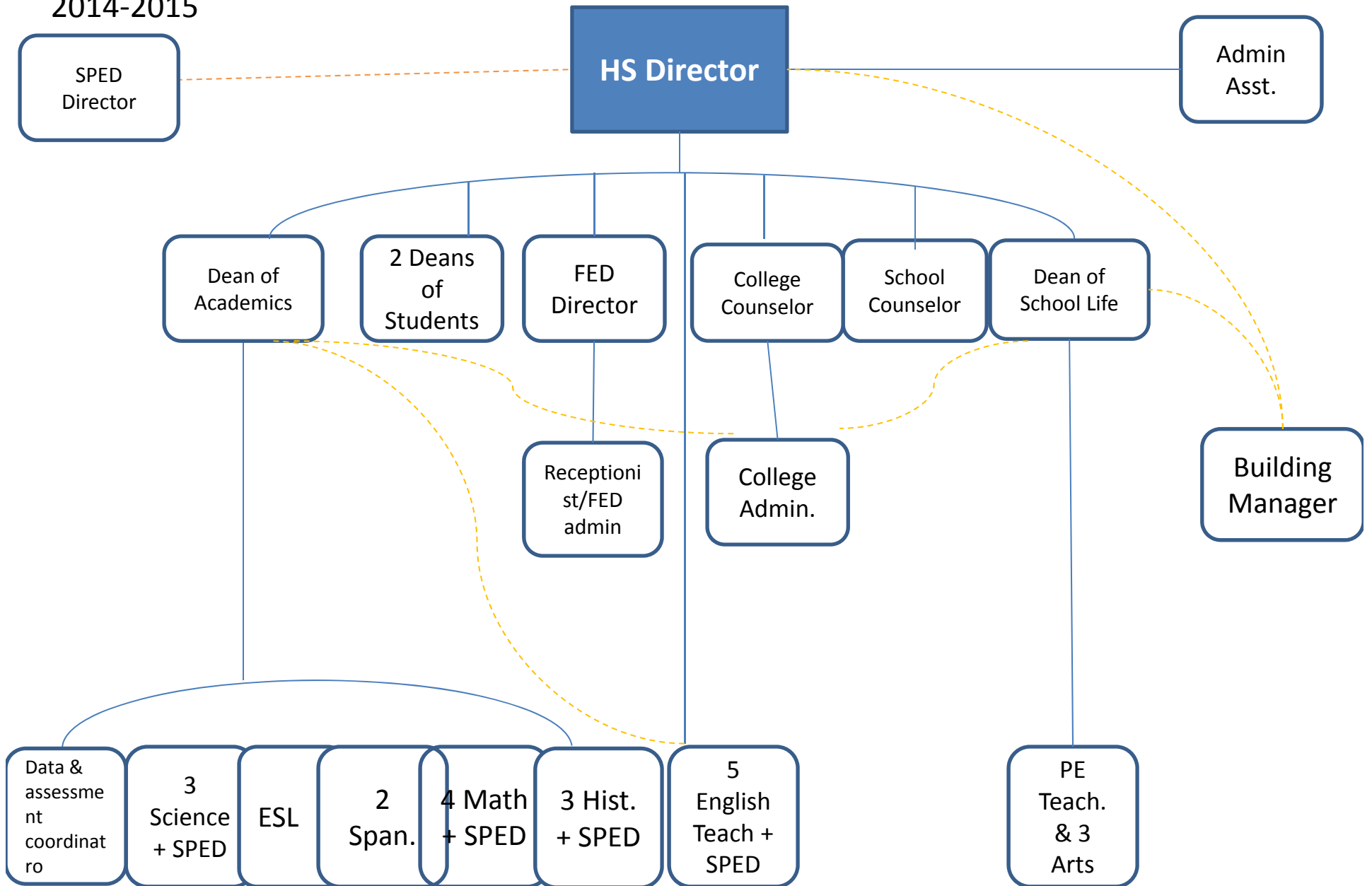
2014-2015



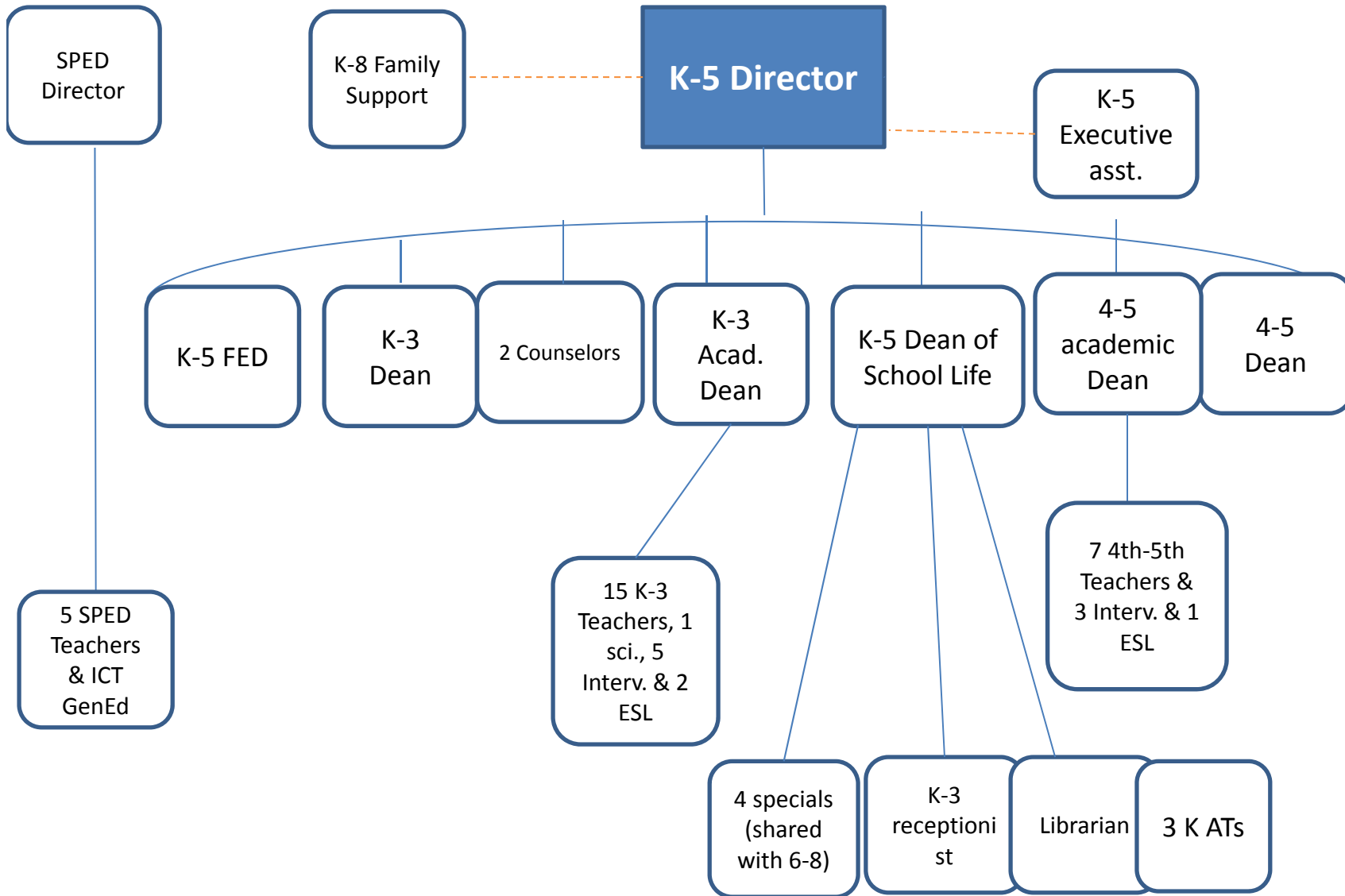
2014-2015



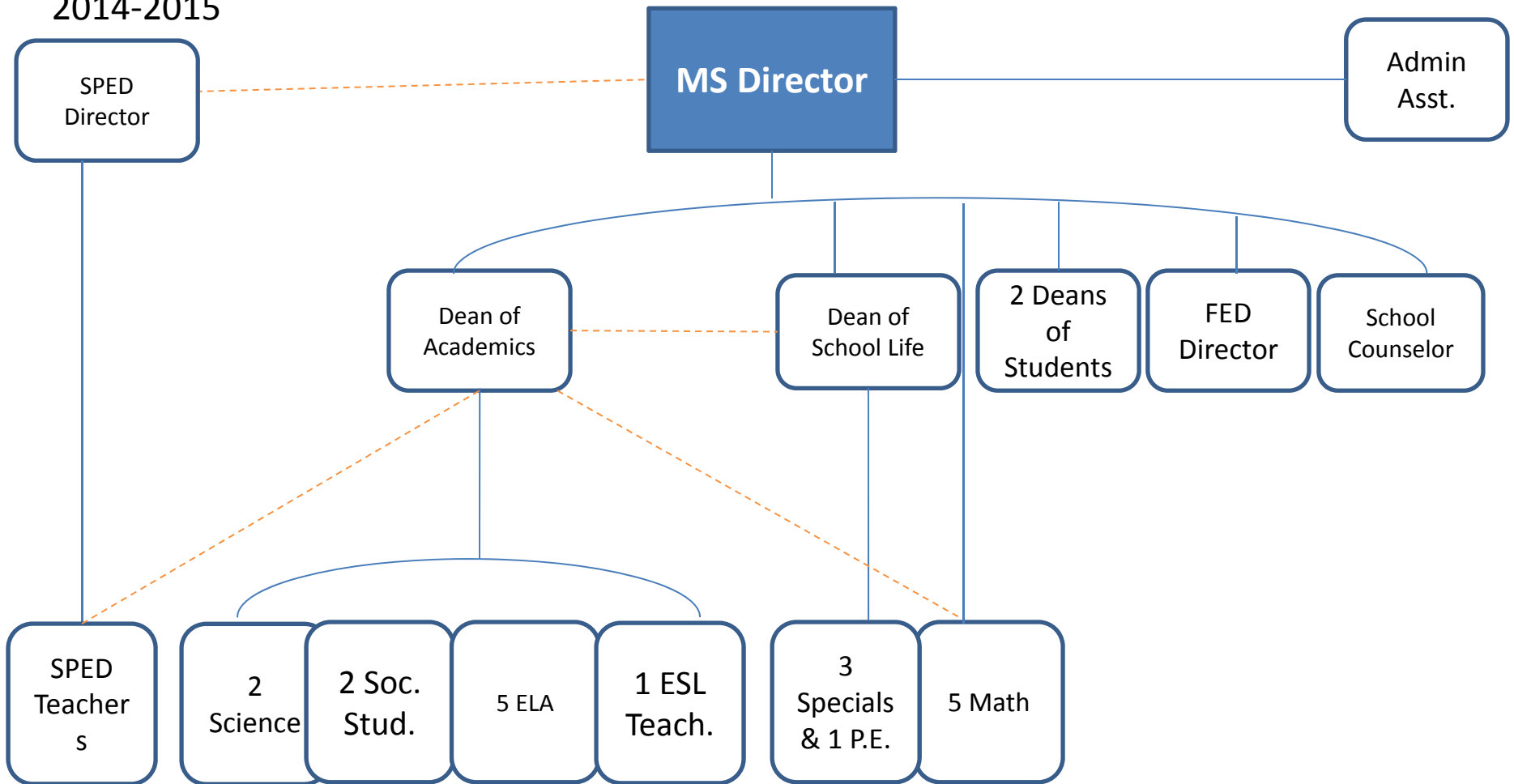
2014-2015



2014-2015



2014-2015



Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 14, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/f8367>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Herbert Kaplan

2. Charter School Name:

Hyde Leadership Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Secretary
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No


13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Herbert M. Kaplan". The signature is written in a cursive style with a large, stylized initial 'H'.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 14, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/2fb1e>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

David Sachs

2. Charter School Name:

Hyde Leadership Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

[REDACTED]

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

David Saehle

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 14, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/5a510>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

wilder baker

2. Charter School Name:

Hyde Leadership Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: committee member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "W. O. Bate". The signature is written in a cursive style with a large, stylized initial "W" and "O".

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 15, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/d832b>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Dennis Mehiel

2. Charter School Name:

Hyde Leadership Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

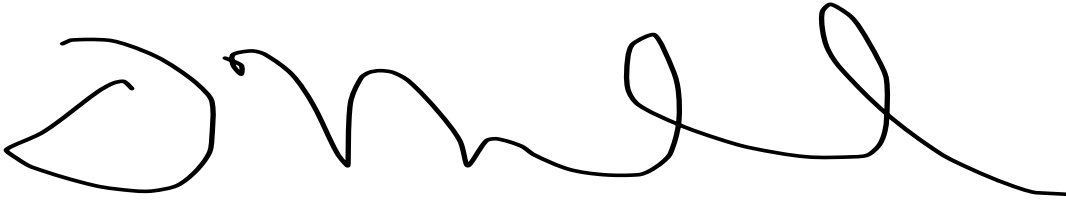
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large initial 'D' followed by a series of loops and a long horizontal stroke extending to the right.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/4e61b>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

David Steadly

2. Charter School Name:

Hyde Leadership Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

[REDACTED]

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Head of the Finance, Investment and Facilities Committees and member of Executive Committee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

David M. [Signature]

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 31, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/e1375>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Jeanette Melendez

2. Charter School Name:

Hyde Leadership Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

[REDACTED]

8. Select all positions you held on Board:

(check all that apply)

-
- Parent Representative
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

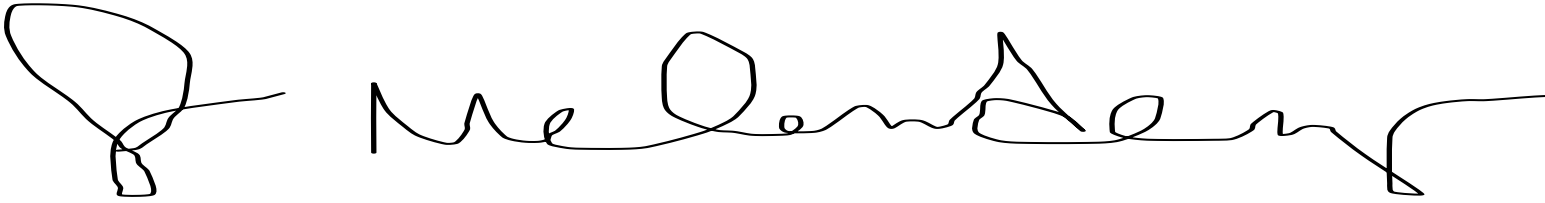
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, stylized initial 'N' followed by a series of connected, cursive letters that appear to read 'Ne O...'. The signature is written on a light gray background.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 31, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/4a0d2>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

deborah dumont

2. Charter School Name:

Hyde Leadership Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: ed comm and hr comm

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No


13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of stylized initials and a long, sweeping horizontal line that extends across the width of the page.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 31, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/2b26>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Herbert B. Fixler

2. Charter School Name:

Hyde Leadership Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

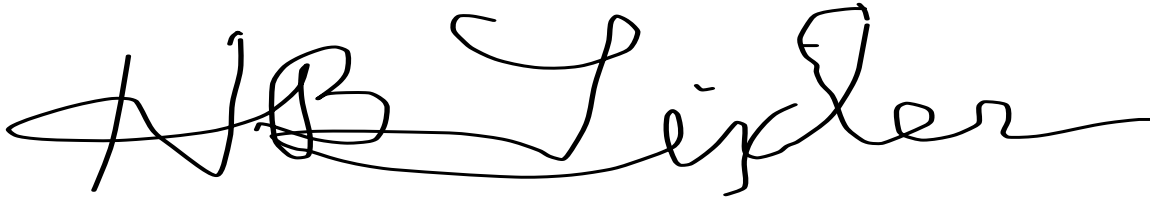
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "N. B. Tipler". The signature is written in a cursive style with a large, sweeping initial "N" and "B".