



Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/22/2019 • Last updated: 08/01/2019

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2019**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME HYDE LEADERSHIP CHARTER SCHOOL

(Select name from the drop down menu)

a1. Popular School Name (Optional) (No response)

b. CHARTER AUTHORIZER (As of June 30th, 2019) SUNY Authorized Charter School

Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.

c. DISTRICT / CSD OF LOCATION NYC CSD 8

d. DATE OF INITIAL CHARTER 01/2006

e. DATE FIRST OPENED FOR INSTRUCTION 07/2019

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

i. TOTAL MAX APPROVED 960

**ENROLLMENT FOR THE 2018-19
SCHOOL YEAR (exclude Pre-K
program enrollment)**

j. TOTAL STUDENT ENROLLMENT 968

**ON JUNE 30, 2019 (exclude Pre-K
program enrollment)**

**k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program
students)**

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
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**I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR
EDUCATIONAL MANAGEMENT
ORGANIZATION?** Yes

I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	N/A
PHYSICAL STREET ADDRESS	(No response)
CITY	(No response)
STATE	(No response)
ZIP CODE	(No response)
EMAIL ADDRESS	(No response)
CONTACT PERSON NAME	(No response)

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2019-20?

	Yes, 2 sites
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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	7189915500	NYC CSD 8	K 8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Stephen Trowbridge			
Operational Leader	Robert Rodner			
Compliance Contact	Leslie 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 .****Site 1 Certificate of Occupancy (COO)**

<https://nysed.cso.reports.fluidreview.com/resp/109916625/yFPTXS6fVy/>

Site 1 Fire Inspection Report

(No response)

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	N/A

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Thomas K. Sturtevant			
Operational Leader	Stephen Trowbridge			
Compliance Contact	Leslie Rich			
Complaint Contact				
DASA Coordinator				
Phone Contact for After Hours Emergencies				

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

Site 2 Certificate of Occupancy (COO)

<https://nysed.cso.reports.fluidreview.com/resp/109916625/s651eHxILr/>

Site 2 Fire Inspection Report

(No response)

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions). No

ATTESTATION

o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Leslie Rich
Position	Controller
Phone/Extension	
Email	

p. 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. Check **YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).**

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

A handwritten signature in black ink, consisting of several large, sweeping loops and a long horizontal stroke.

Date

2019/08/01

Thank you.



Entry 2 NYS School Report Card Link

Created: 07/22/2019 • Last updated: 07/31/2019

HYDE LEADERSHIP CHARTER SCHOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) SUNY Authorized Charter School

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

2. NEW YORK STATE REPORT CARD <https://data.nysed.gov/profile.php?instid=800000059325>

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

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



Hyde Leadership Charter School

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 19, 2019

By

Thomas K. Sturtevant

730 Bryant Avenue

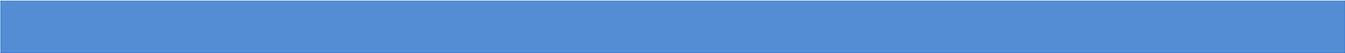
Bronx, NY 10474

718-991-5500



Thomas K. Sturtevant, Executive Director prepared this 2018-19 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Herbert B. Fixler	Office: Chair/Board President Committees: Executive, Education, Nominating (Chair) Government Relations (Chair), Human Resources, Finance and Investment, Marketing, PR and Advertising, Facilities, Development
Herbert M. Kaplan	Office: Secretary Committees: Executive, Nominating, Government Relations, Marketing, PR, Advertising, Development (Chair)
Deborah Dumont	Office: Trustee/Member Committees: Executive, Education (Chair), Nominating, Human Resources (Chair)
Susan Engel	Office: Trustee/Member Committees: Marketing, PR and Advertising, Development
Maureen Singer	Office: Treasurer Committees: Finance and Investment (Chair)
Tony Stoupas	Office: Trustee/Member Committees: Executive, Education, Finance and Investment, Facilities
Ruth Jarmul	Office: Trustee/Member Committees: Marketing, PR, Advertising (Chair) Development
Chavon Sutton	Office: Trustee/Member Committees: Finance and Investment



Thomas K. Sturtevant has served as Executive Director since April 16th, 2014.
Stephen Trowbridge has served as Chief 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 Middle School Director (grades 4-8) since September 1st, 2013.
Celia Sosa has served as High School Director (grades 9-12) since September 1st, 2010.
Elizabeth Martin has served as Special Education Director since September 1st, 2013.
Valarie Hunsinger has served as Director of Development since August 1st, 2017.

Hyde Leadership Charter School (Hyde) is the only K–12 college-preparatory school serving students and families in the Hunts Point section of the South Bronx, the highest-risk community for children in New York City. With our Family-Based Character Education Model, over 90% of our students graduate from high school each year, preparing them for college and for life. The Hyde approach is unlike any other. We believe that all children, regardless of their neighborhood, race, or income, are gifted with special talents to offer the world, and that school is a place for students to develop the skills and mindsets needed to become their best selves. With our Family-Based Character Education Model, we focus on helping students develop their character and the skills they need for life through rigorous academics, self-discovery, and family involvement. This distinct model is guided by our K-12 Character Education program, including the Hyde Words, Principles, and Priorities.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	80	77	78	78	75	79	72	83	72	96	61	55	64	970
2015-16	78	74	76	71	74	76	75	71	80	75	83	53	61	947
2016-17	78	80	77	78	72	73	73	78	73	87	81	57	48	955
2017-18	81	83	82	83	77	77	73	75	79	33	10 9	62	63	977
2018-19	82	79	79	80	83	76	76	79	77	79	78	34	75	977

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 2015 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 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 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2016-17	2013-14	2013	57	1	56
2017-18	2014-15	2014	66	0	66
2018-19	2015-16	2015	61	0	61

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 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th 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 <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2013-14	2013	56	2	58
2017-18	2014-15	2014	66	0	66
2018-19	2015-16	2015	61	0	61

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th 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 <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2012-13	2012	1	0	1
2017-18	2013-14	2013	4	0	4
2018-19	2014-15	2014	1	2	3

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 <u>or</u> Physics or Earth Science
SOCIAL STUDIES	8	Global History & Geography U.S. History & Government	
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

64% of Hyde students in their first year in the Total Graduation Cohort earned at least ten credits in 2018-19. 76% of Hyde students in their second year in the Total Graduation Cohort earned at least ten credits in 2018-19.

ADDITIONAL EVIDENCE

Hyde met this accountability measure for students in their second year and did not meet the accountability measure for students in their first year. While only 64% of students in the 2018 cohort earned 10 or more credits by the end of their first year, 76% of them accrued 10 credits by the end of their freshman year, including credits accrued during their 8th grade year at Hyde. Accordingly, 76% of freshmen were on track for graduation by the end of freshman year.

81% of the 2018 Cohort met the promotion criteria, and 83% of the 2017 Cohort met the promotion criteria.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2018-19

Cohort Designation	Number in Cohort during 2018-19	Percent promoted
2017	56	83%
2018	66	81%

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. In August of 2019, the 2017 cohort will have completed its second year.

RESULTS AND EVALUATION

In 2018-19, 78.85% of students in the 2017 Cohort scored at or above proficient on at least three different New York State Regents Exams required for graduation.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing Three Regents
2015	2016-17	61	95.08%
2016	2017-18	67	82.1%
2017	2018-19	57	78.85%

EVALUATION

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

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 2015 cohort and graduated four years later and those who entered as members of the 2014 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed 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 below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

In 2018-19, 84% of Hyde's four-year Total Graduation Cohort graduated, and 95% of Hyde's five-year Total Graduation Cohort graduated. The following tables indicate that this measure was achieved during the current charter term.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2016-17	57	84%
2014	2017-18	66	94%
2015	2018-19	61	84%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2012	2016-17	62	100%
2013	2017-18	57	88%
2014	2018-19	66	95%

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

ADDITIONAL EVIDENCE

Hyde met the four and five-year accountability measures.

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

Hyde compares the graduation rate of students completing their fourth year in the Total Graduation Cohort to that of the respective cohort of students in the school District 8 and NYC. District and city results for the current year are not available at the time this report was generated.

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.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time. As such, for purposes of this report schools should include the district's 2017-18 results as a temporary placeholder for the district's 2018-19 results.

RESULTS AND EVALUATION

While we are unable to compare Hyde's 2018-2019 performance against this goal to district and city data, the percentage of students in Hyde's high school Total Cohort graduating after the completion of their fourth year exceeded the District 8 Total Cohort graduation rate for 2017-18 by 29 percentage points. NYSED has not yet published data for District 8's 2015 cohort.

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

Cohort Designation	School Year	Hyde Leadership Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2013	2016-17	57	83%	1954	52%
2014	2017-18	66	94%	1079	53%
2015	2018-19	61	84%	1079*	53%*

**High school graduation rates for the 2015 Total Cohort had not been published on data.nysed.gov at the time that this report was submitted. These comparisons are based on the 2018 results in District 8.*

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

EVALUATION

Historically, Hyde has significantly surpassed Community District 8's graduation rate for all cohorts. Although NYSED has not yet published data for District 8's 2015 cohort, we are confident that our 2015 Total Cohort also surpassed the graduation rate for District 8.

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

ADDITIONAL EVIDENCE

The percentage of Hyde high school students graduating with an Advanced Regents Diploma has significantly exceeded the rate for Community District 8. In addition, the number of Hyde students graduating with an Advanced Regents Diploma has increased each year. We believe this positive trajectory reflects the significant investments and improvements we have made in our academic model and student supports, and that it is likely to accelerate in the future. The following table compares our graduate advanced diploma data with that of our host district's.

Percent of Students in Total Graduation Cohort Who Graduate in Four Years Compared to the District			
Hyde Leadership Charter School (Cohort 2015)		School District (Cohort 2014*)	
Number in Cohort	Percent Graduating with ARD	Number in Cohort	Percent Graduating with ARD
61	42.62%	1,079*	3%*

**High school graduation rates for the 2015 Total Cohort had not been published on data.nysed.gov at the time that this report was submitted. These comparisons are based on the 2018 results in District 8.*

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.

RESULTS AND EVALUATION

Percentage of the 2015 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 = $[(b)/(a)]*100$
LOTE	3	3	100%
Geometry Regents Exam	2	2	100%
Overall	5	5	100%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	61	5

ADDITIONAL EVIDENCE

All students who pursued a 4+1 alternative graduation pathway achieved a Regents equivalency score on an approved assessment. Note that a myriad students sat for the LOTE and Geometry exam who graduated with a Regents diploma following the traditional pathway.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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.	Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Pending- Met based on comparison to released 2017-18 data
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.	Met

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

ACTION PLAN

Our graduation results have been consistently strong, with an average graduation rate of over 90% since our first graduating class. Our plan for the 2019-20 school year is 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 1-2 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.



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.

Grade Updates: Students and 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 over work back to students so that they are able to get feedback in a useful time period.

Work with students and families to track progress towards graduation: The high school leadership team has developed a team-based approach to tracking and supporting student progress towards graduation. Various members of the leadership team, including the High School Director, Assistant Director, School Counselors, and Special Education Coordinator 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.

Senior Evaluation Process: All Hyde students are held to the rigorous academic graduation standards listed above. In addition, all graduating students participate in The Senior Evaluation Process, which is part of our unique Character Education program. The Senior Evaluation Process begins with a senior retreat after the first semester of senior year, which is followed by a series of self-discovery seminars during a college prep course. Senior Evaluations are a final, intentional experience to elicit feedback about each student's unique potential. Students are given the opportunity to share and receive feedback from faculty and classmates, and are asked to identify their standards of personal excellence. Ultimately, students select their Hyde Character graduation designation (Diploma, Certificate, or Document). This conscience-driven process draws on Hyde's Five Words and Principles and requires students to hold themselves and each other accountable for meeting graduation requirements, achieving personal standards of excellence, and realizing post-secondary goals.

Summer School Program: During the summers preceding and following senior year, Hyde students who have failed required courses for graduation are offered small group and individual support in

our summer school program, and an opportunity to retake and pass required courses. The online platform used includes tools which allow students to track their progress in assigned courses.

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.

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; or,
- 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 measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

In 2018-19, 51% of total graduates demonstrated college preparation by the following indicators: Passing CUNY CollegeNow or Monroe College Jumpstart programs, earning a 3 or higher on an AP examination, achieving college and career readiness benchmark on the SAT, or earning a Regents diploma with advanced designation.

Percentage of the 2015 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	35	11	18%
Passing a college level course offered at a college or university through a school partnership with a college or university	24	24	39%
Achieving the college and career readiness benchmark on SAT	59	20	33%
Earning a Regents diploma with advanced designation	29	26	43%
Overall	61	31	51%

ADDITIONAL EVIDENCE

51 % of students in the 2015 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, offer internal SAT prep 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:

- 2014-2015: English Literature & U.S. History
- 2015-2016: English Literature, U.S. History, Spanish Language & Culture, & Calculus AB
- 2016-2017: English Literature, U.S. History, Spanish Language & Culture, Calculus AB, World History, & 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

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.

METHOD

The state’s finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining an Advanced Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).³

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2018-19 CCCRI MIP of 130 for all students. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating College, Career, and Civic Readiness by the weighting for the method by which the student demonstrated College, Career, and Civic Readiness, divided by the number of students in the Total Cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

Hyde met this accountability measure which weights Advanced Regents Diploma attainment, Regents and Local Diploma attainment, and AP Scores of 3, 4, or 5 to calculate the CCCRI. 26 students graduated with an Advanced Regents Diploma, an additional 2 students passed an AP exam and an additional 2 students passed a college course. 9 students passed an AP course who did not meet one of the above indicators.

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2016-17	2013	N/A	N/A	N/A
2017-18	2014	66	128	121.32
2018-19	2015	61	130	143.4

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see pages 64-65 of the state’s finalized ESSA plan [here](#).

ADDITIONAL EVIDENCE

Additionally, our student's attainment of a Regents Diploma with Advanced Designation has steadily increased over the past six years to 43% in 2019.

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.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

Hyde met this accountability measure. Our practice of providing additional opportunities to take Advanced Placement and College Courses via our College Now partnership inform our success in this area. Additionally, administrators and counselors schedule routine 1:1 check-ins with students and gradually release the responsibility of tracking progress towards the Advanced Regents Diploma to students. Academic assemblies, and Class and School Meetings are used as forums to celebrate student success, discuss the academic state of the school, and present student work. We are confident that these practices will continue to inform our success in the 2019-20 school year and beyond.

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2013	N/A	N/A
2014	121.32	128
2015	143.4	130

Goal 2: Absolute Measure

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

METHOD

Hyde has implemented robust systems to gather, analyze, and act upon our graduated students' college matriculation and persistence data. By utilizing Naviance, the National Clearinghouse Data, and internal monitoring data we track, support, and attempt to mitigate impediments to students' success. The charts on the next page reflect the percentage of students enrolled in college at any time during their first year after high school.

RESULTS AND EVALUATION

Over the last three years, an average of 95% of Hyde students have matriculated into college in the year following graduation. While meeting and exceeding the absolute measure, we continue to refine our system for college matching striving to align our matriculation rate with our degree attainment rate.

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 = $[(b)/(a)]*100$
2013	2016-17	50	45	90%
2014	2017-18	62	62	100%
2015	2018-19	52	50	96%

SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure (Accountability Plan from 2012-13 or later)	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.	Met
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Met
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 2019-20 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 College Board to host an SAT School Day. We also administered the SAT in August 2019 due to limited seating in NYC so that our students would have the option to take both subject and standard SATs. 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 meeting 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 and on weekends. All students are provided SAT study guides and can request a college board SAT book free of cost.

Robust Counseling Team: Our College Access and Success team is led by the Assistant Director and consists of 2 College Counselors, a Director of Family Education & Post-secondary Success and 2 Success Counselors. The Success Counselors role is a stipend position currently held by 2 of our teachers. Our College Counselor to students' ratio is 30:1, which allows for more immediate access to tailored support. This resulted in an increase 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 worked to establish the Robin P. Maitra Scholarship Fund in collaboration with his family in his memory. Awarded to a senior who exemplified the Hyde principles.

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.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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

BACKGROUND

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

Our elementary school literacy program, 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 Independent Reading Level Assessment (IRLA) is 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 IRLA toolkits and Foundational Skills toolkits enable teachers to provide differentiated, targeted and efficient skills instruction embedded into 1:1 conferences and small groups.

Our middle school curriculum emphasizes the acquisition and use of academic vocabulary and a 10-step writing process across the curriculum. We currently utilize Houghton Mifflin Harcourt’s (HMH) Into Reading for grades 4-5, and Into Literature for grades 6-8. Both curriculums 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.

Into Reading and Into Literature provide an array of formative and summative assessments that allow teachers to dive into the data and customize instruction for students, allowing both enrichment and intervention through leveled reading and small group instruction. Additionally, in grades 4-5 we integrate blended learning in intervention to meet the demands of all learners by using HMH’s Read 180 and System 44 software (adaptive programs that meet students at their level for Tier 2 and Tier 3 support), and IXL ELA (a technology based comprehensive curriculum with individualized guidance for students and real-time analytics for teachers) in grades 6-8. Lastly, teachers and leaders strategically supplement all curricular materials to ensure that every learner has access to core content and is pushed to meet the rigor of the Common Core State Standards.

High school English teachers continue to design and implement rigorous, relevant, and authentic curriculum each year. The restructured 2019-20 team has vertically aligned its English curriculum over four years with the Common Core State Standards. The team works to strike the right balance between test preparation and other authentic measures in English I and II courses. By junior year, SAT preparation is more naturally woven into the curriculum. All courses focus on research writing and scaffold MLA format. English III and IV courses provide intentional instruction on navigating databases including JSTOR. In addition to their Standard English courses, students in grades 9 through 11 take a Rhetoric and Composition course that focuses on vocabulary and writing instruction. Students have opportunities to move from remedial to honors and AP English courses.

Department Heads attend weekly Academic Leadership Team meetings, which focus on student and teacher performance as well as department goals throughout the year. Each quarter, Department Heads lead a data analysis process, during which teachers in the department spend an entire day working as a team to analyze student performance data, brainstorm instructional strategies, and develop target area action plans to remediate student deficiencies.

Goal 3: Absolute Measure

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

METHOD

Hyde administered the New York State Testing Program English Language Arts (“ELA”) assessment to students in 3rd through 8th grade in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	78	0	0	0	2	80
4	81	0	0	0	1	82
5	75	0	0	0	0	75
6	75	0	0	0	0	75
7	76	0	0	0	2	78
8	77	0	0	0	0	77
All	462	0	0	0	5	467

RESULTS AND EVALUATION

35% of Hyde students enrolled in at least their second year was proficient on the New York State English Language Arts examination in 2018-19, as the following table indicates.

Performance on 2018-19 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	19%	78	17.9%	74
4	27%	81	25.9%	78
5	40%	75	37.3%	70
6	36%	75	33.3%	68
7	33%	76	33%	70
8	55%	77	51.9%	72
All	35%	462	35.4%	432

⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

ADDITIONAL EVIDENCE

The below table indicates that the percentage of Hyde students in at least their second year achieving proficiency decreased by 7.5% from 2017-18 to 2018-19.

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	30.9%	68	28.9%	69	17.9%	74
4	29.7%	64	38.9%	72	25.9%	78
5	21.4%	70	22.4%	67	37.3%	70
6	20.4%	64	50.0%	62	33.3%	68
7	52.8%	72	47.8%	66	33%	70
8	43.8%	64	69.3%	75	51.9%	72
All	33.3%	402	42.9%	411	35.4%	432

Goal 3: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English Language Arts test have scored at the partially proficient, proficient, or advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English Language Arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring

at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Hyde’s aggregate Performance Index on the State English Language Arts exam has **met** the 2018-2019 Measure of Interim Progress set for in the state’s ESSA accountability system. Based on the data table below, Hyde’s PI exceeded the state’s MIP by 2.5 percentage points. This is in large part due to the overall proficiency ratings in grades 5-8 and the targeted instruction that took place during Saturday academy, small group instruction and intervention strategies implored by teachers in English Language Arts.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	29	36	27	7

$$\begin{aligned}
 \text{PI} &= 36 + 27 + 7 = 70 \\
 &+ 27 + 7 = 34 \\
 &+ (.5)*7 = 3.5 \\
 \text{PI} &= 107.5
 \end{aligned}$$

Goal 3: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

Students enrolled in at least their second year at Hyde underperformed those in their host district, NYC Community District 8 by <1%, as the table below reflects.

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

2018-19 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	17.9%	74	44%	2000
4	25.9%	78	38%	2106
5	37.3%	70	32%	2086
6	33.3%	68	37%	2077
7	33%	70	27%	2062
8	51.9%	72	38%	2161
All	35.4%	432	36%	12492

EVALUATION

Hyde did not meet the accountability measure requiring that the proportion of all students who are enrolled in at least their second year and performing at proficiency on the state English Language Arts exam be greater than that of all students in the same tested grades in the local school district. Hyde fell short of this measure by .6%.

ADDITIONAL EVIDENCE

The below table demonstrates that Hyde students demonstrated marginal progress in the percentage of students achieving proficiency in comparison to the school's host district, District 8, between the 2016-17 and 2018-19 academic years.

While students in grades 5, 7 and 8 made significant progress in comparison to the district, during the 2018-2019 school year, ultimately the school was outperformed by District 8 by .6%. This is largely due to the overall disparity between student's overall proficiency in grade 3 as compared to that of students in grade 3 in the school's host district, District 8.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	30.9%	30%	28.9%	39%	17.9%	44%
4	29.7%	29%	38.9%	36%	25.9%	38%
5	21.4%	24%	22.4%	28%	37.3%	32%
6	20.4%	20%	50.0%	37%	33.3%	37%
7	52.8%	29%	47.8%	29%	33%	27%
8	43.8%	38%	69.3%	37%	51.9%	38%
All	33.3%	28%	42.9%	34%	35.4%	36%

Goal 3: Comparative Measure

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

METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In SY 2017-18, Hyde's aggregate effect size in English Language Arts was 0.62

2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	94.0	77	29.9	36.4	-6.5	-0.36
4	96.1	74	37.8	33.3	4.6	0.25
5	92.2	73	23.3	23.5	-0.2	-0.01
6	93.2	72	47.2	33.2	14.0	0.87
7	90.7	75	42.7	26.3	16.3	1.06
8	92.4	77	68.8	35.3	33.5	1.88
All	93.1	448	41.7	31.4	10.3	0.62

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

EVALUATION

In the SY 2017-18, Hyde met this accountability plan goal. Hyde's effect size is not yet available for 2018-19, the year most relevant to this analysis. Given that our ELA performance decreased between 2017-18 and 2018-19 we are expecting our effect size to decrease but still to fall in the higher than expected range.

ADDITIONAL EVIDENCE

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

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	89.3%	430	30.9%	23.7%	0.49
2016-17	3-8	89.9%	435	32.2%	25.5%	0.40
2017-18	3-8	93.1%	462	41.7%	31.4%	0.62

Goal 3: Growth Measure⁶

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁷

RESULTS AND EVALUATION

Hyde met this goal in 2018-19. Our mean growth percentile was 55.4 which exceeds the statewide target of 50.0.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	50.9	50.0
5	52.1	50.0
6	57.7	50.0
7	58.4	50.0
8	57.2	50.0
All	55.4	50.0

ADDITIONAL EVIDENCE

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

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

⁷ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

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

Grade	Mean Growth Percentile				
	2015-16	2016-17	2017-18	2018-19	Target
4	42.8	58.7	51	N/A	50.0
5	58.7	48.2	52	N/A	50.0
6	64.8	52.1	59.5	N/A	50.0
7	62.9	53.2	57.5	N/A	50.0
8	60.7	58.3	57	N/A	50.0
All	58.0	54.0	55.4	N/A	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

We are committed to providing the resources needed for our students to become proficient readers and users of the English language. While we did not meet our absolute proficiency rating for all tested students, we are proud of the performance of our ELLs and SWD in ELA. Students enrolled at Hyde identified as ENL or SWD outperformed the city, state and district in ELA. Hyde is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2018-19, Hyde achieved three out of the five possible measures for ELA evaluation, as follows.

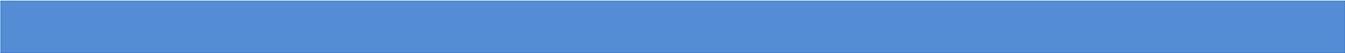
Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English Language Arts exam for grades 3-8.	NOT MET
Absolute	Each year, the school's aggregate PI on the state's English Language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	MET
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English Language Arts exam will be greater than that of students in the same tested grades in the school district of comparison.	NOT MET
Comparative	Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	MET
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	MET

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

ACTION PLAN

Curriculum and Instruction: In response to analyzing our 3rd grade proficiency scores on the 2019 State Tests we found a discrepancy in how our students were performing at that time of the year on their Independent Reading Level Assessment (IRLA). 40% of the 3rd grade students were proficient at the time the ELA test was administered. Our state test scores indicated that 19% percent of students were proficient. To better align our predicted outcomes on the test we have carefully analyzed past performance and student ratings and will strengthen reliability by calibrating raters, giving students more direct practice on test taking strategies and begin constructed response work earlier in the year so there is more practice and demonstrated learning of the standards. To address calibration of raters, we are strengthening our levels accuracy process. Levels Accuracy will be performed on a monthly basis in order to ensure that students are leveled at the appropriate IRLA level. This process will be performed by grade level leads, administration and interventionist. Third grade, students will have weekly opportunities to write in response to texts (literary and informational), as is expected on the state test. The Item Skills Analysis will provide greater detail on how individual students performed; however, in reviewing the scale score ranges associated with each performance level we noticed that 10 students were 5 points or less away from proficiency. We are confident that the weekly writing assessments will have an impact on improving student proficiency rates. This will allow students to build stamina, competence and confidence leading up to the state exams, Additionally it provides weekly assessment of students learning towards the standard covered.

We will continue to solidify our reading and writing programs through an intense focus on ensuring high quality curriculum and instruction in all classes. To that end, we will carefully manage and evaluate the rigor and types of questioning across all content areas. We ended the 2018-19 school year with 70% of our Kindergarten, 37% of 1st graders, 39% of 2nd graders, and 54% of 3rd graders reading on grade level. In 2019-2020 we are confident that continued use of ARC Core, IRLA, and the toolkits, will result in increases in these numbers. Reading Intervention teachers will continue to support reading instruction in K-3 by providing targeted reading intervention throughout the day individually and in small groups. They will use the foundational skills toolkits provided by ARC and Orton-Gillingham. We also continue our partnership with Reading Partners. Reading Partners provides individualized reading support for students in grades K-3 who are six months or more behind grade level in reading. Tutors work one-on-one with students for 45 minutes twice a week. To further support reading growth for our kindergarten. The Hunts Point Alliance for Children Hosts Readers to



Leaders four times a week. Readers To Leaders is an after-school program that focuses on literacy and language development for students who are performing below grade-level.

In order to maintain and significantly improve our ELA results in grades 4-8, we will continue to focus on literacy development, cross content literacy, and intentionally focus on the instruction of our Special Education (SPED) and English as a New Language (ENL) populations to more closely monitor their academic gains and/or progress. In Middle School, in order to improve our ELA results, we have implemented a new curriculum in grades 4-8 that meets the demands of the Common Core Learning Standards, in addition to making sure students are being exposed to a variety of genres that are also culturally relevant. In addition to a number of other foci, teachers will focus on reading with a purpose, teaching students how to actively engage with a text. Using a combination of blended and stations learning, teachers will maximize instructional time and offer targeted small group instruction to meet the demands of all learners. The adaptive software programs that we've used for Tier 2 and Tier 3 intervention (Read 180 and System 44) continue to prove to be successful for our 4th and 5th graders in terms of achieving reading proficiency, as 87% of 4th graders and 80% of 5th graders increased their reading level in the academic school year. In grades 6th-8th we noticed a lack of investment on the side of students in the adaptive software. To address this, we are now offering targeted intervention and enrichment in Humanities courses focusing on literacy skill development using IXL ELA. We will monitor student progress via quarterly benchmark assessments, NWEA administration and data analysis as well as formative and summative classroom assessments. We will continue to prioritize teacher development and instructional support and have added an ELA Instructional Coach, an ENL Coordinator and a Literacy Coordinator to the Middle School Staff to support instruction during ELA classes.

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

We did not make adequate progress in overall proficiency and in some cases regressed. For 2018-2019 our teachers will closely monitor the success of our students.

Personnel: We continue to commit significant resources to not only growing the skills of our faculty in response to student needs, but also individualizing professional development.



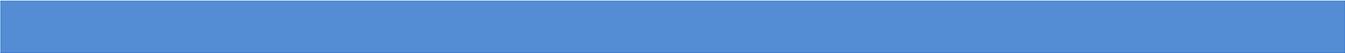
Our Academic Leadership team consisting of the Director of Academic Programs, Academic Dean K-1 and Academic Dean 2-3 will continue to support the development and implementation of a rigorous New York State standards based curriculum with diverse offerings that provides equity of access, tools for success, and an inclusive environment for all students. Through observation and instructional coaching, we continue to build teachers' capacity for planning, instruction, and assessment and is responsible for ensuring that teachers are prepared to execute the highest quality instruction through the lens of student engagement with the materials of learning and with other students. This school year we will pilot the use of TORSH Talent to support our teacher development.

TORSH Talent is an observation, feedback and data management platform that gives opportunity to observe teachers in action, reflect on practice, collaborate with others, measure the effectiveness of instruction. Through the use of video recordings of instruction teachers will be able to reflect on pedagogy and along with coaching support create goals to further develop and strengthen their practice.

In assessing the needs of our current 3rd grade cohort which includes 35% students with disabilities and 35% English Language Learners, we have restructured our Teaching Assistant support to have one Teaching Assistant in each of the 3rd grade classrooms. This is a shift from last year, where Teaching Assistants supported across grade levels. Teaching Assistants support students by providing one-on-one and small group instruction, and small group intervention and student support. We feel confident that this increase in support will have a positive effect on the academic and social emotional growth of our 3rd grade students.

In order to further support students identified for Special Education services, we will have 3 ICT classrooms in both 1st and 3rd grade and 2 ICT classrooms in K and 2nd grade, giving those students much needed specialized instruction in order to solidify their foundational literacy skills prior to leaving 3rd grade. As the number of English Language Leaders (ELL) has increased in Kindergarten and 1st grade in the past few years, the need for specialized instruction for ELLs is needed in order to continue to increase academic growth for students who are identified as ELLs. We are maintaining our ENL faculty to three full time teachers who follow a push-in model of support and intervention in all classrooms with identified students at least twice per week during ELA instruction time.

To further build on our team's capacity as literacy instructors, professional development throughout the school year will focus on a deep understanding of the standards, effective instructional practices, implementation of our curriculum with fidelity, building and maintaining student engagement in reading and the high leverage co-teaching models. Our



professional development program is a gradual release model, starting out with a leadership learning sessions and faculty workshops, moving into collaborative planning/ grade group meetings, then into "fishbowl" demonstration lessons in classrooms of study, and finally into 1:1 targeted support and coaching cycles.

Data and Assessments: In the Elementary School teachers will continue to participate in biweekly literacy data cycles. The data cycles will be a deep reflection and analysis of student work and data. Teachers will identify instructional goals, create targeted groups based on skills, and modify instruction in order to help students achieve proficiency. Instructional staff will use SchoolPace, which is an online performance management system that provides student performance data in real-time. SchoolPace shows detailed information about reading progress. Teachers are able to get actionable insight into the volume of reading being completed, the amount of growth being made and which reading standards are being mastered. These analytics are driven by data from the eIRLA. With eIRLA, a formative assessment conferencing tool, teachers can track which standards each student has mastered, and use embedded assessments to provide evidence of that mastery. SchoolPace will track IRLA levels, Reader Engagement, Reading Practice, Conferencing and Reading Proficient levels.

In addition to SchoolPace we will use NWEA MAP results, Grade-level Benchmark "state test" like assessments in quarters 2 and 3 for 2nd and 3rd grade to monitor student growth. As mentioned in the Curriculum and Instruction section above, 3rd grade teachers will assess students' understanding of standards through weekly constructed responses. In addition to the biweekly data driven instruction meetings there will be school-wide data meetings held on a quarterly basis which will include intensive student work analysis and curriculum development.

In grades 4-8, we routinely collect and analyze data on a variety of qualitative and quantitative measures in order to guide instruction, curricular choices and personnel decisions. We will continue to utilize eDoctrina for quarterly interim assessments in all content areas which are aligned to our scope and sequences and instructional program. We will also better align formative and summative assessments in ELA to what students will be exposed to on the NY State Test. We will improve the quality of information and turnaround time in the assessment-feedback loop, and data will be used to not only guide modifications to the existing instructional plans but also to guide the planning of intervention, and individual instructional plans for specific students. In grades 4-8, student growth will continue to be measured by the MAP NWEA and Reading Inventory assessments which are administered quarterly.

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

Hyde administered the Common Core Regents Exam in Language Arts which students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standards as scoring 75 on the New York State Regents English exam or Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).⁷ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

RESULTS AND EVALUATION

61% of students in the 2015 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 2015 cohort. In response, we have restructured the English team and hired more experienced teachers. We have also added a Special Education Teacher to the high school team, who provides additional support in English.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁸

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4 on Common Core ELA Exam
2013	2016-17	57	74%
2014	2017-18	66	67%
2015	2018-19	61	61%

⁸ Based on the highest score for each student on the English Regents exam

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 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 requirements 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.

RESULTS AND EVALUATION

We exceeded this goal by 13%. 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 Cohort⁹

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2013	2016-17	57	93%
2014	2017-18	66	98%
2015	2018-19	61	93%

ADDITIONAL EVIDENCE

We are on track to continue to have all cohorts meet this goal by graduation.

⁹ Based on the highest score for each student on the English Regents exam

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent +Passing
2015	68	76%	62	87%	61	93%
2016	73	62%	69	70%	67	84%
2017			59	42%	57	75%
2018					70	33%

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.

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.¹⁰ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 English Language Arts MIP for all students of 191.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Accountability Cohort. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

Hyde did not meet this accountability measure. Our performance is, in part, a reflection of our program’s encouragement for students to take the exam as early as student’s freshman year. We rely

¹⁰ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

on this data to inform instructional choices and support systems.

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
61	8.2	32.78	24.59	36.06

PI = 172.11

ADDITIONAL EVIDENCE

We have implemented the following programmatic elements in response to student performance:

English Labs: In labs, identified students work on needed reading and writing skills based on observational and assessment data gathered by intervention and core class teachers. Lessons during these periods are implemented from the guide "RTI Intervention Strategies for Secondary Classrooms."

Targeted ELL support with both pullouts, co-taught classes, and office hours with ENL Teacher.

Professional Development: Common Core Alignment and UDL workshops throughout the year will provide teachers with continued support in ensuring all lessons meet grade level standards and we are providing multiple pathways to master standards according to UDL.

Teachers use **scaffolded AP Literature and AP Language resources** from "Applied Practice" in all English classes grades 9-12 to align English curriculum to college-ready standards.

Rhetoric & Composition classes use Sadlier to aid with vocabulary acquisition and application. This year we will focus on increased targeted writing intervention in this course and explicit PSAT (9&10) and SAT (10&11) prep using Khan Academy.

Increase in **Co-taught classes** with both SPED and ENL services.

NYU Resident intern presence in 11th grade classes as extra resources for individualized student support and differentiation.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

While the district has yet to release data for the 2015 cohort, Hyde met this goal in comparison to district data released for the 2013 and 2014 cohorts, as the following table demonstrates.

Percent Achieving Performance Level 4 or Higher on English Regents
of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	53%	57	34%	1954
2014	2017-18	67%	66	35%	2019
2015	2018-19	56.45%	61	N/A*	N/A*

**Data not released yet.*

ADDITIONAL EVIDENCE

Hyde significantly outperforms district schools in this area. Students in Hyde's 2015 cohort outperformed district school's 2014 cohort by 21.45%.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

While the district has yet to release data in the 2015 cohort, Hyde met this goal in comparison to district data released for the 2013 and 2014 cohorts, as evidenced in the table below.

Percent Achieving Performance Level 3 or Higher on English Regents
of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	93%	57	63%	1954
2014	2017-18	98%	66	64%	1287
2015	2018-19	91.94%	61	N/A*	N/A*

*Data not released yet.

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.

METHOD

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

RESULTS AND EVALUATION

While the district has yet to release data in the 2015 cohort, Hyde met this goal in comparison to district data released for the 2014 cohort, as evidenced in the table below.

English Regents Performance Index (PI)¹¹
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	155	57	118	1578
2014	2017-18	180.9	66	112	2019
2015	2018-19	172.13	61	N/A*	N/A*

*Data not released yet.

ADDITIONAL EVIDENCE

Hyde significantly outperforms district schools in this area. Students in Hyde’s 2015 cohort outperformed district school’s 2014 cohort by over 60 points.

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 standards (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 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 standards.

RESULTS AND EVALUATION

Hyde met this goal with 68% of students in the 2015 cohort who were not proficient in 8th grade scoring a Level 4 by completion of their 4th year.

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 ¹²

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core exam
2013	2016-17	49	49%
2014	2017-18	50	64%
2015	2018-19	56	68%

¹¹ For an explanation of the procedure to calculate the school’s PI, see page 25.

¹² Based on the highest score for each student on the English Regents exam

ADDITIONAL EVIDENCE

We have made steady progress against this goal with 19% more students in the 2015 Accountability Cohort meeting this goal as compared to the 2013 Accountability Cohort and 4% more students in the 2015 Accountability Cohort meeting this goal compared to the 2014 Accountability Cohort.

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 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 93% of students in the 2015 cohort who were not proficient in 8th grade achieving a Level 3 score or higher.

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 ¹³

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2013	2016-17	49	92%
2014	2017-18	50	98%
2015	2018-19	56	93%

ADDITIONAL EVIDENCE

Our school's performance against this measure continues to significantly surpass the goal.

¹³ Based on the highest score for each student on the English Regents exam

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.

In 2018-19, Hyde did not meet all of the measures for evaluation as the following table indicates.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet 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 for 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.	Not met
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.	Pending data release- met based on data released for 2017-18
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.	Pending data release- met based on data released for 2017-18
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. (Using 2016-17 school district results.)	Pending data release- met based on data released for 2017-18
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th 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.	Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th 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

The action plan outlined below includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

ACTION PLAN

The following are specific areas of focus for the English Department

Professional Development: The high school leadership team is focused on increasing teacher capacity to engage all students. We have revised our structure to include a Director of Teaching and Learning and Instructional Coach, 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.

Intervention for students who have not met Regents targets: The English team will continue to target students in the rising junior class who underperformed on the English Regents on their 2nd or 3rd attempts. Additionally, English teachers provide 1:1 intervention. Furthermore, given the number of students with IEPs, we added an additional Special Education Teacher, which allows for more heterogeneously grouped classes.

School-wide writing initiative: The English team continues to lead our writing initiative to ensure that we are holding to a consistent standard for introducing and citing evidence. Classroom visuals focused on introducing and citing evidence in the text of a paper rather than a Works Cited page. The English team will lead professional development workshops for the staff on this initiative.

GOAL 4: MATHEMATICS

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

BACKGROUND

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

Our elementary school math curriculum balances a problem solving-based Cognitively Guided Instruction (CGI) approach and Bridges in Mathematics and Number Corner Programs from the Math Learning Center. This is a robust spiraling CCSS-aligned math program.

Our middle school mathematics curriculum uses Bridges in Mathematics and Connected Mathematics Project 3 as a foundation. Teachers, with support from the Math Coach and grade-level leaders, strategically supplement all curricular materials to ensure that every learner has access to core content and is pushed to meet the rigor of the Common Core State Standards.

High school math teachers use the Engage New York State Common Core curriculum to design rigorous mathematics courses in order to prepare students for post-secondary mathematics courses. Foundational skills needed for college level work are assessed early on and diversified course offerings maximize student engagement. In each course, student progress is measured against Regents-aligned quarterly benchmarks and project-based assessments of college-readiness. Our shift to the Google Education platform in SY 2016-17 and to a one-to-one computing environment has also enabled mathematics teachers to infuse real-world applications of mathematics using digital models. Teachers are encouraged to transcend the space of the classroom by exposing students to real-world mathematical concepts.

Goal 4: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 7th grades in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	77	0	0	0	3	80
4	79	0	0	0	3	82
5	74	0	0	0	1	75
6	75	0	0	0	0	75
7	77	0	0	0	1	78
8*	N/A	N/A	N/A	N/A	N/A	N/A
All	382	0	0	0	8	390

**8th Graders took the CC Algebra Regents*

RESULTS AND EVALUATION

35.8% of Hyde students enrolled in at least their second year was proficient on the NYS -mathematics examination in 2018-19.

Performance on 2018-19 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	23%	77	23.2%	73
4	39%	79	39.5%	76
5	41%	74	43.5%	69
6	27%	75	26.5%	68
7	43%	77	46.5%	71
8	N/A	N/A	N/A	N/A
All	35%	382	35.8%	357

**8th Graders took the CC Algebra Regents*

¹⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

ADDITIONAL EVIDENCE

Performance on a Regents Mathematics Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	CC Algebra	90.10%	71
8	2017-18	CC Algebra	74.00%	77
8	2018-19	CC Algebra	81.82%	77

Despite the strong performance of students in grade 8 on the Algebra I regents as indicated above, Hyde did not meet the accountability measure of 75 percent of students enrolled in at least their second year achieving proficiency. We feel confident that we would be closer to meeting the goal if somehow students' performance on the Algebra I regents was included in the data set.

ADDITIONAL EVIDENCE

The below table indicates that the percentage of Hyde students in at least their second year achieving proficiency has decreased from SY 2017-18 to SY 2018-19.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	27.5%	69	36.2%	70	23.2%	73
4	26.6%	64	52.2%	69	39.5%	76
5	29.9%	67	40.3%	67	43.5%	69
6	24.6%	65	53.2%	62	26.5%	68
7	36.1%	72	43.9%	66	46.5%	71
8	N/A	N/A	N/A	N/A	N/A	N/A
All	29.1%	337	45%	334	35.8%	357

Goal 4: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Hyde's aggregate Performance Index on the state mathematics exam has met the 2018-2019 Measure of Interim Progress set for in the state's ESSA accountability system. Based on the data table below, Hyde's PI exceeded the state's MIP by 3 percentage points. This is in large part due to the overall proficiency ratings in grades 4, 5 and 7 and the targeted instruction that took place during Saturday academy, small group instruction and intervention strategies implored by teachers of mathematics.

Mathematics 2018-19 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	32	34	23	12

$$\begin{aligned} \text{PI} &= 34 + 23 + 12 = 69 \\ &+ 23 + 12 = 35 \\ &+ (.5) * 12 = 6 \\ \text{PI} &= 110 \end{aligned}$$

Goal 4: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁵

RESULTS AND EVALUATION

Students enrolled in at least their second year at Hyde outperformed those in their host district, Community District 8 during SY 2018-19, as the chart below indicates.

State Mathematics Exam
Charter School and Disct Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	23.2%	73	44%	2034
4	39.5%	76	36%	2145
5	43.5%	69	38%	2121
6	26.5%	68	34%	2111
7	46.5%	71	29%	2107
8*	N/A	N/A	N/A	N/A
All	35.8%	357	35%	12692

**Hyde Middle School progresses students through the high school curriculum and into college readiness by requiring that all 8th graders take Algebra I Regents exam. Proficiency rates for Middle School students on this exam in 2016, 2017, and 2018 were 79.2%, 93.0%, and 84.4%, respectively.*

EVALUATION

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

¹⁵ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

ADDITIONAL EVIDENCE

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	27.5%	30%	36.2%	41%	23.2%	44%
4	26.6%	26%	52.2%	32%	39.5%	36%
5	29.9%	30%	40.3%	30%	43.5%	38%
6	24.6%	23%	53.2%	27%	26.5%	34%
7	36.1%	19%	43.9%	29%	46.5%	29%
8*	N/A	16%	N/A	24%	N/A	N/A
All	29.1%	24%	45%	30%	35.8%	35%

**8th Graders took the CC Algebra Regents*

Goal 4: Comparative Measure

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

METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Using the 2017-18 Comparative Performance results, Hyde’s effect size was .76. The table below presents the 2017-2018 grade level and aggregate Effect Size results.

2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	94.0	79	32.9	39.2	-6.3	-0.30
4	96.1	71	50.7	31.2	19.5	1.01
5	92.2	73	41.1	27.1	14.0	0.81
6	93.2	72	48.6	25.9	22.8	1.30
7	90.7	74	43.2	23.7	19.5	1.05
8	N/A	N/A	N/A	N/A	N/A	N/A
All	93.2	369	43.1	29.6	13.5	.76
School’s Overall Comparative Performance:						
<i>Higher than expected to a meaningful degree</i>						

EVALUATION

Using the 2017-18 results, Hyde met this accountability plan goal. Although our Math proficiency performance decreased between 2017-18 and 2018-19 we are expecting our effect size to still fall in the higher than expected category.

ADDITIONAL EVIDENCE

We absolutely met this goal for the 2017-2018 school year. This was in part due to the performance of students in grades 4-8. We believe that the apparent decline between SY 2015-16 and 2016-17 is in part due to the exclusion of 8th grade students between those two years. Given our 8th grade students’ strong results on the Algebra Regents exam, we believe that we would have met this goal in 2016-17 had their results been included.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-7	90.2	363	26.4	23.9	0.13
2016-17	3-7	90.1	369	28.9	25.0	0.24
2017-18	3-7	94.0	382	43.1	29.6	0.76

Goal 4: Growth Measure¹⁶

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.¹⁷

RESULTS AND EVALUATION

Hyde met this goal in 2017-18. Our mean growth percentile was 70.8 which exceeds the target score of 50.0.

¹⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁷ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	68	50.0
5	71.4	50.0
6	68.1	50.0
7	75.3	50.0
8	N/A	50.0
All	70.8	50.0

EVALUATION

In SY 2017-2018, Hyde met this accountability plan goal. We exceeded this target by 20.8 percentile points.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2016-17	2017-18	2018-19	Target
4	54	68	NA	50.0
5	48	71.5	NA	50.0
6	46	70	NA	50.0
7	61	75	NA	50.0
8	N/A	N/A	NA	50.0
All	52	71.1	NA	50.0

SUMMARY OF THE 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.

For the 2018-19 school year, we are confident that we will have achieved four out of the five goals once the data associated with the growth goal is made available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	NOT MET
Absolute	Each year, the school's aggregate PI on the state's English Language Arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	MET
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	MET
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	MET
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	MET

ACTION PLAN

Curriculum and Instruction: In K-3 we will continue an emphasis on students developing multiple strategies when problem solving through the Cognitively Guided Instruction (CGI) model. We will also continue to use inquiry-based instruction through the Bridges curriculum to meet math standards. Student growth will be monitored through internally developed biweekly quizzes and curriculum-based assessments that are moderated and analyzed at each grade level. Students will be identified for intervention using this and the data gathered from daily worksheets and quiz results. The Bridges Intervention program, which is aligned to the core curriculum, will be used to instruct and monitor the progress of students. Our K-3 Math Intervention Specialist will identify students and provide specific, targeted instruction based on student data.

In analyzing our 3rd grade results on the state Math test we noticed that over the past two years our students have performed below New York City. Through a more strategic pacing calendar process we have carefully planned when and how we are addressing these standards. Similarly to our plan for ELA we will simulate state test like questions, specifically constructed response, often to build practice, stamina and confidence around test taking. Additionally these state-test like assessments will be used to gauge students' understanding of the standards.



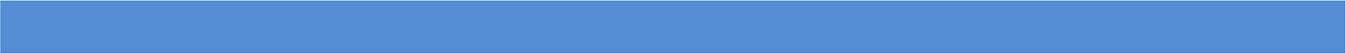
The Item Skills Analysis will provide greater detail on how individual students performed however in reviewing the scale score ranges associated with each performance level we noticed that 11 students (15%) were 4 points or less away from proficiency. We are confident that the regular practice on constructed response type questions will have an impact on improving student proficiency rates.

In grades 4-8 we've remained committed to adult learning and professional development. More specifically, during math department meetings and as part of our overall plan for professional development, we will focus on the integration of technology, unit planning and lesson delivery in order to make math more engaging to students. Moreover, we firmly believe that we will gain traction if we position our students and teachers in the math classroom to facilitate and orchestrate productive discussions in mathematics. Using the 5 Practices as a guide, teachers will anticipate student misconceptions, monitor classroom discussions, select appropriate work for discussion, sequence the work according to student needs, and, finally, create connections to future and past tasks. We will also apply mathematical concepts in other content areas while focusing intentionally on the 6-8 STEM Framework. Throughout the year, all math teachers will have two weekly meetings with the math coach focusing on curriculum, and instruction. We are also committed to ensuring that teachers in the math department have a deep understanding of content, effective instructional practices and the progression of standards from one grade to the next.

Using SMART technologies, TI-Nspires, eDoctrina Computer Based Testing 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. We will continue to provide students with experiential learning opportunities which will allow them to experience math in the world around them and to foster a deeper understanding of mathematical concepts..

The NWEA Map assessment will be administered three times a year. The initial administration will be used as a diagnostic in order to determine students' grade level and targeted areas of focus. Intervention teachers will then work in collaboration with the math coach to plan individualized student learning tracks and align individualized intervention plans to instruction during class.

Personnel: We've committed significant resources to growing the skills of our faculty in response to student need(s) through individualized professional development tracks for teachers. We've reorganized our teacher programs and schedules in order to ensure that core teachers (i.e. non-intervention teachers) continue to focus on one grade level as



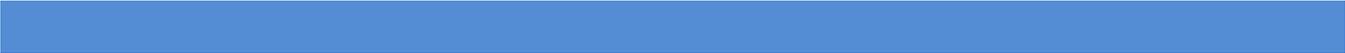
opposed to splitting grade levels. We have also added an additional FTE who is licensed in TESOL in order to ensure that we are reaching our MLLs. Beyond this, our teachers and the math coach meet to collaborate on individual professional development plans. For some, the plan includes targeted professional 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.

Our Academic Leadership team consisting of the Director of Academic Programs, Academic Dean K-1 and Academic Dean 2-3 will continue to support the development and implementation of a rigorous New York State standards based curriculum with diverse offerings that provides equity of access, tools for success, and an inclusive environment for all students. Through observation and instructional coaching we continue to build teachers' capacity for planning, instruction, and assessment and is responsible for ensuring that teachers are prepared to execute the highest quality instruction through the lens of student engagement with the materials of learning and with other students.

This school year we will pilot the use of TORSH Talent to support our teacher development. TORSH Talent is an observation, feedback and data management platform that gives opportunity to observe teachers in action, reflect on practice, collaborate with others, measure the effectiveness of instruction. Through the use of video recordings of instruction teachers will be able to reflect on pedagogy and along with coaching support create goals to further develop and strengthen their practice.

To advance further our team's development as math educators, over the summer, our Elementary School Director, Director of Academic Programs, Academic Deans for grades K-1 and 2-3, 1st Grade Team Leader and the 2nd Grade Team Leader attended the Bridges Leadership Institute. The institute offered ways to continue with a successful implementation of Bridges in Mathematics, encourage professional growth of teachers, experience math practices in action and how we can support families with math learning outside of school.

Additionally, we have added the role of K-3 Math Intervention Specialist to our intervention team. The Math Intervention Specialist K-3 provides strategies for teaching and supporting students in the math skills needed to learn mathematical concepts, problem-solving and algebraic thinking skills. The Math Intervention Specialist attended the Metamorphosis Teaching Learning Community's Keys to Mathematics institute to gain strategies to deepen their own content knowledge, expand their pedagogical repertoire and learn how to differentiate lessons to meet the needs of a wide range, including special needs students and English Language Learners. The Math Intervention Specialist will turn-key these strategies for



colleagues during professional development sessions and coaching cycles throughout the school year. We will continue to provide all K-3 teachers of math with differentiated professional development on both the implementation of the Bridges Curriculum and Cognitively Guided approach and deepening staff's competency in elevating their instruction led by instructional and teacher leaders.

In assessing the needs of our current 3rd grade cohort which includes 35% students with disabilities and 35% English Language Learners, we have restructured our Teaching Assistant support to have one Teaching Assistant in each of the 3rd grade classrooms. This is a shift from last year, where Teaching Assistants supported across grade levels. Teaching Assistants support students by providing one-on-one and small group instruction, and small group intervention and student support. We feel confident that this increase in support will have a positive effect on the academic and social emotional growth of our 3rd grade students.

In order to further support students identified for Special Education services, we will continue with 3 ICT classrooms in both 1st and 3rd grade and 2 ICT classrooms in K and 2nd grade, giving those students much needed specialized instruction in order to solidify their foundational math skills prior to reaching 3rd grade. To further support our K-3 ENL learners, we are maintaining our ENL staff of three and adding Professional Development sessions lead by the ENL staff where they share strategies for ELLs across content areas including math.

Moreover, while our SWD and ENL students have outperformed both the city and district proficiency ratings in ELA, in math we only outperformed the district relative to SWD and the state relative to ENL students. In general, we believe that our students would benefit from smaller student to teacher ratios and small group instruction in math. We also believe that given the nature of the content it is difficult for teachers to master multiple grade levels simultaneously at the middle school level. We have dedicated a full-time ENL teacher to the math department and are confident that this will yield improved results for ENL students. Additionally, we have reassigned a number of teachers in our math department in order to improve co-teacher pairings and their overall effectiveness.

Data and Assessments: In the Elementary School, teachers will continue to participate in biweekly math data cycles. The data cycles will be a deep reflection and analysis of student work and data. Teachers will identify instructional goals, create targeted groups based on skills, and modify instruction in order to help students achieve proficiency. This year, in grades K-3, we will pilot use of Forefront Math, an online assessment tool that collects assessment data, tied directly to instruction, which we can then use to build reports that catalyze insights and improve instruction.

In addition to Forefront Math, we will use NWEA MAP results, Grade-level Benchmark "state test" like assessments in quarters 2 and 3 for second and third grade, Bridges assessments and CGI

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quizzes to monitor students' progress towards math standards. In addition to the biweekly data driven instruction meetings there will be school wide data meetings held on a quarterly basis which will include intensive student work analysis and curriculum development.

We routinely collect and analyze data on a variety of qualitative and quantitative measures in order to guide instruction, curricular choices, and personnel decisions. We create our own internal math assessment benchmarks in grades 4-7, based on previously released New York State exams (EngageNY), which are aligned to our scope and sequences and instructional program. Similar to the Living Environment and US History Regents benchmarks, grade 8 math benchmarks are designed by the math instructional lead (i.e. math coach) and are standards based, aligned to our scope and sequence, and modeled after the Regents exam.

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

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 school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring 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.

RESULTS AND EVALUATION

26% 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.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort¹⁸

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2013	57	40%
2014	66	6%
2015	61	26.23%

EVALUATION

Hyde did not meet this goal for the 2015 cohort. This was our second cohort required to take the Common Core Algebra exam instead of the Integrated Algebra exam that was far less challenging. In this time, the College Ready standard was also raised to an 80+ (instead of the previous 70+) which has caused the results to drop precipitously. Future cohorts are showing a rise in this number on all three math Regents exams, especially as more and more students meet this standard on the Algebra exam in 8th grade.

ADDITIONAL EVIDENCE

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

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 or higher on a Regents math exam or Common Core exam
2013	57	95%
2014	66	92%
2015	61	93%

¹⁸ Based on the highest score for each student on a mathematics Regents exam

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 school administered the Regents mathematics exam(s) 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 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.

RESULTS AND EVALUATION

Hyde met this goal with 93% of students in the 2015 Accountability Cohort scoring a Level 3 or higher.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort¹⁹

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2013	2016-17	57	95%
2014	2017-18	66	92%
2015	2018-19	61	93%

ADDITIONAL EVIDENCE

Hyde has consistently exceeded this goal by at least ten percentage points.

¹⁹ Based on the highest score for each student on a mathematics Regents exam

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.

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.²⁰ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 mathematics MIP for all students of 151.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Accountability Cohort. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

Hyde did not meet this accountability measure. The addition of a Special Education Teacher has allowed for a dedicated Math Special Education Teacher in the 2019-20 school year.

Mathematics Performance Index (PI) For the 2015 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
61	6.56	65.57	11.47	13.11

$$PI = 121.3$$

ADDITIONAL EVIDENCE

While we did not meet this accountability measure, we are confident that the restructuring of our team and resulting additional support will inform continued improvement in this area. This year, all Algebra and Geometry classes are co-taught allowing for more heterogeneously grouped classes.

²⁰ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

Math Labs: In labs, identified students work on needed foundational math skills based on observational and assessment data gathered by intervention and core class teachers.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school’s Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Hyde met this measure surpassing the district by 20 points.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	40%	57	5%	1954
2014	2017-18	6%	66	6%	2019
2015	2018-19	26%	61	N/A*	N/A*

**Data not released yet*

ADDITIONAL EVIDENCE

We are confident that continued improvement in this area will sustain our significant outperformance of the state.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Hyde met this accountability measure.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	95%	57	63%	1954
2014	2017-18	92%	66	62%	2019
2015	2018-19	93%	61	N/A*	N/A*

**Data not released yet*

ADDITIONAL EVIDENCE

Hyde continues to significantly surpass district performance in this area, with 31% more students reaching this goal as compared to district data released for the 2014 Accountability Cohort.

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.

METHOD

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

RESULTS AND EVALUATION

While data for the 2018-19 school year has yet to be released, we met this goal based on a comparison to data released for the 2017-18 school year.

Mathematics Regents Performance Index (PI)
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	132.5	57	89	1578
2014	2017-18	102.5	66	100	2019
2015	2018-19	121.3	61	N/A*	N/A*

**Data not released yet*

ADDITIONAL EVIDENCE

We are confident that we will continue to outperform district rates based on comparison to 2017-18 data.

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

RESULTS AND EVALUATION

Hyde did not meet this accountability measure.

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 ²¹

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2013	2016-17	45	27%
2014	2017-18	46	2%
2015	2018-19	56	7.14%

ADDITIONAL EVIDENCE

The need in years past to more homogeneously group students has been addressed by restructuring. We have also found that students are not incentivized to retake exams once proficiency is achieved. Our focus is on working to ensure and increase in the number of students achieving this measure during their sitting for exams.

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

RESULTS AND EVALUATION

Hyde met this accountability measure.

²¹ Based on the highest score for each student on the English Regents 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 ²²

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3
2013	2016-17	45	93%
2014	2017-18	46	96%
2015	2018-19	56	90%

ADDITIONAL EVIDENCE

We continue to exceed this goal. Through our data process and quarterly cycle, the math department analyzes individual student data and remediates weak areas to ensure students are prepared to pass the math Regents, despite their shortcomings with regard to 8th grade proficiency.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ²³

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.

In 2018-19, we are confident that we will meet 5 out of the 8 possible measures for evaluation (*with one still pending the release of MIP*), as summarized by the following table.

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.	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 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.	Not Met
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.	Pending release of 2018-19 data- met based on comparison to

²² Based on the highest score for each student on the mathematics Regents exam

²³ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

		released 2017-18 data
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.	Pending release of 2018-19 data-met based on comparison to released 2017-18 data
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. (Using 2016-17 school district results.)	Pending release of 2018-19 data-met based on comparison to released 2017-18 data
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th 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.	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 8 th 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.	Met

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 beginning of this school year, teachers developed individual growth plans with their supervisors that align with goals and areas for improvement for the year. As part of these plans, Math teachers select relevant workshops at the National Conference of Teachers of Mathematics each year. Beginning in 2018-19, we implemented an instructional coach 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 2019-20, we are developing experiential learning opportunities that will allow students to experience math in and around NYC to foster deeper understanding.

Increase Algebra Regents Pass Rate: The math team is working to increase the pass rate on the Common Core Algebra exam by targeting students for small group and one-to-one support during office hours after school. In advance of the January and June Regents administration, Regents review sessions will be offered. Math teachers will work to differentiate lessons and target struggling areas. Furthermore, we are working with students to increase scores on the advanced exams in Geometry and Algebra II.

Increase homework completion in math classes: To ensure students are engaging in meaningful practice of mathematical skills, students will get to see answers in order to check work, see mistakes, and learn from their errors. Additionally, teachers will use technology (specifically the MathXL program) to make homework assignments more accessible to students. Teachers will communicate with parents about student's homework completion (both positive and negative). Teachers will make time outside of class to work with students on homework and to have a place where students can come to use calculators and other classroom materials to complete homework.

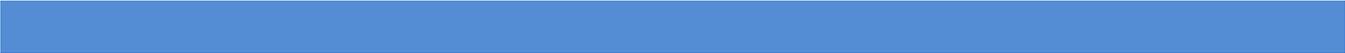
GOAL 5: SCIENCE

Goal 5: Science

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

BACKGROUND

Hyde utilizes a rigorous, interdisciplinary, standards-aligned curriculum in grades K-12. Our science curriculum is aligned with the Next Gen Science Standards and New York State Standards. We currently utilize iScience New York, McGraw Hill and ScienceFusion as curricular resources in science. However, teachers and leaders strategically supplement all curricular materials to ensure that every learner has access to core content and is pushed to meet the rigor of the Common Core State Standards. 4th grade students are required to take the 4th grade New York State Science exam. 86% of all 4th graders who sat for the exam demonstrated proficiency. Moreover, students in grade 8 are not required to take the standard 8th grade science exam. Instead, students in grade 8 complete a high school level Living Environment course and the accompanying regents exam. 77.9% of all 8th grade students demonstrated proficiency on the Living Environment regents. Of the 77.9% of



students who demonstrated proficiency, 22% of the students met the college readiness cut-off.

In K-3rd grades, each grade level has one period of science instruction per week. Additionally, science is woven throughout integrated literacy units aligned with the CCSS and NGSS. Lessons are deliberately developed through inquiry, discovery, research, and authentic project-based assessments.

In grade 4 HMH Science Dimensions curriculum puts students in charge of their learning and enables teachers to seamlessly guide their students on this new instructional path. This means better engagement, deeper understanding, and greater student achievement. This curriculum also provides an online component that offers students opportunities to develop strong technological skills through an online platform that consists of active learning with investigation driven activities, innovative and exhilarating engineering and STEM activities, problem solving skills with performance-based assessment, motivating digital resources, including connections to Google Expeditions. Students are able to create enduring understandings with integrated Three Dimensional Learning and develop effective NGSS approaches with embedded professional support from HMH.

Grades 5-7, students experience STEM program through Introduction to Programming - LEGO® MINDSTORMS EV3 curriculum. This Introduction to Programming EV3 Curriculum is a curriculum module designed to teach core computer programming logic and reasoning skills using a robotics engineering context. It contains a sequence of 10 projects (plus one capstone challenge) organized around key robotics and programming concepts. This curriculum provides a structured sequence of programming activities in real-world project-based contexts. The projects are designed to get students thinking about the patterns and structure of not just robotics, but also programming and problem-solving more generally.

In preparation for Living Environment Course Grade 8 students use Holt McDougal HMH Biology Curriculum. This curriculum is designed to strengthen and emphasize vocabulary, reading, real-world connections, data analysis, and online resources. Vocabulary and reading support real-world Connections, intervention Strategies, strategies that are developed to specifically support ELL population, and a wide scope of differentiated learning. All components of Holt McDougal Biology are designed to fit easily within commonly used learning models to help build understanding through inquiry and exploration.

The high school offers Regents courses in Living Environment and Physics. In addition to these Regents courses, the science department offers teacher-designed courses that are aligned to the Next Generation Science Standards and New York State Standards. The range of courses is aligned to student needs and interests and provide students with

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

Goal 5: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade and the Living Environment regents to students in grade 8 during the Spring of 2019. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

In 2018-19, 75% of all tested students enrolled in at least their second year performed at proficiency on the 4th grade New York State science exam.

The following table displays comparative results for 4th students at Hyde and in CSD 8. In the last charter term, we increased rigor in science by requiring that all 8th graders take Regents Living Environment. As a result, Grade 8 students did not take the NYS science exam. With that being said, it is worth noting that as of August 2019, 77.9% of all 8th graders who completed the Living Environment regents (n=77) demonstrated proficiency.

**Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	85%	68

EVALUATION

Hyde met this goal in SY 2018-19, albeit by comparing Hyde SY 2018-19 results with CSD 8’s SY 2017-18 results, the most recent year for which data is available.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	87.3	71	92.9	70	85%	68

Goal 5: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

At this time we are seeking district results for the 4th grade science exam in order to make a final evaluation. We are confident in our results and believe that we will have met this goal for the 2018-2019 school year.

2018-19 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ²⁴	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	85%	68	NA	NA

ADDITIONAL EVIDENCE

Science Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	87.3%	71	92.9%	88	85%	NA*

*Data not released yet.

EVALUATION

At this time we are seeking district results for the 4th grade science exam in order to make a final evaluation. With that being said, we are confident in our results and believe that we will have met this goal for the 2018-2019 school year.

SUMMARY OF THE SCIENCE GOAL

According to the most recently available data, Hyde achieved all possible measures for evaluation.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	MET

²⁴ This table uses the prior year's results as 2018-19 district science scores are not yet available.

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

ACTION PLAN

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

With our recent investments in technology resources, we will now be able to work with digital and virtual curricular resources aligned to the respective core curriculum.

- **Data and Assessments:** In grades 4 and 8, students will complete quarterly benchmark assessments aligned to NGSS and NYS standards. These benchmark exams are developed collaboratively by our Dean of Curriculum and Instruction and science teachers at the start of the year. Once administered, student data is analyzed as part of our quarterly data meetings, during which we also plan for how to address student misconceptions and gaps in learning through spiraled re-teaching. We also administer the NWEA MAP assessment twice per year in science in order to track and monitor longitudinal growth and better differentiate instruction to meet the needs of individual students.

HIGH SCHOOL SCIENCE

Goal 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 and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. 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.

RESULTS AND EVALUATION

95% or above of Hyde students in 2013, 2014, and 2015 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 Cohort²⁵

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	57	95%
2014	2017-18	66	97%
2015	2018-19	61	95%

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

Hyde achieved this accountability measure exceeding District 8 performance by 34 percentage points. NYSED has not yet published data for 2018-19.

²⁵ Based on the highest score for each student on any science Regents exam

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	95%	57	63%	1954
2014	2017-18	97%	66	63%	2019
2015	2018-19	97%	61	N/A*	N/A*

**Data not released yet*

EVALUATION

We are confident that we will continue to significantly outperform district schools in this area.

ACTION PLAN

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

Professional development: At the start of the year, teachers develop individual growth plans with their supervisors that align with annual goals and areas for improvement. As a part of these plans, science teachers select relevant workshops at the National Science Teacher Association conference. The 2019-20 professional development calendars include department-led faculty meetings during which teachers will share conference highlights with the rest of the high school team.

Providing an intentional focus on inquiry and project-based learning: We will continue to expect all classes in the science department to be designed around an inquiry-based model that emphasizes investigation, evaluation, and analysis. Each class will feature at least one required lab report that demonstrates student mastery of this process. Through projects, students will continue to learn critical collaboration, argumentation, and evaluation strategies.

Increasing computer science mastery: The science department currently offers computer science courses at the standard and AP levels. In an increasingly technology-centered society, these classes increase students' computer literacy, provide necessary skills for innovation, increase science relevancy, and ultimately prepare students for one of the fastest growing occupations in the United States. We are exploring ways to enhance existing and forge new partnerships with other non-profit organizations and schools, including Code.org and

Mouse.org, in order to provide students with opportunities to develop computer science skills outside the scope of our classes.

Incorporation of technology: Students actively use their Chromebooks in science class to conduct research, gather information, and create effective presentations. Our students, however, struggle with determining the scientific reliability and accuracy of the wealth of information they can now access. We will focus our efforts on helping students learn how to distinguish credible sources from biased information presenting itself as science and to gather information to support or refute claims.

Increasing science relevancy: Each science class will continue to use real-world examples to show students how science is relevant to their daily lives and to motivate student interest in science. For example, computer science shows students a path to evolving careers.

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.

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

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.

RESULTS

Hyde met this accountability measure.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁶

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	57	90%
2014	2017-18	66	92%
2015	2018-19	61	82%

EVALUATION

We are confident we will continue to exceed this accountability measure. The drop in our rate is due to an increase in the number of students pursuing the 4+1 Pathway.

Goal 6: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

The percentage of students passing the Regents U.S. History exam in Hyde's high school Total Cohort exceeded that of the District 8 Total Cohort by 25% compared to the 2017-18 school district data (2018-19 has not yet been released).

²⁶ Based on the highest score for each student on a science Regents exam

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	91%	57	52%	1954
2014	2017-18	95%	66	57%	2019
2015	2018-19	82%	61	N/A*	N/A*

**Data not released yet.*

EVALUATION

We are confident we will continue to outperform district rates in this area.

ADDITIONAL EVIDENCE

Since our Regents performance in social studies is strong, we have shifted our focus beyond Regents exams to offering students AP opportunities in World History, US History, and Government.

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.

RESULTS

Hyde met this accountability measure.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁷

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	57	91%
2014	2017-18	66	95%
2015	2018-19	61	80%

EVALUATION

Hyde met this goal in each of the last three years. 2013, 2014, 2015 cohorts all surpassed this threshold.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

The percent of students passing the Regents Global History exam in Hyde's high school Total Cohort exceeded that of the District 8 Total Cohort by 28 percentage points as compared to data released for the 2017-18 school year.

²⁷ Based on the highest score for each student on a science Regents exam

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2013	2016-17	91%	57	52%	1954
2014	2017-18	95%	66	52%	2019
2015	2018-19	80%	61	N/A	N/A

EVALUATION

Hyde significantly surpassed District 8's Global History Regents Passing Rate and we are confident that our 2015 Total Cohort also surpassed the passing rate for District 8.

ACTION PLAN

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

Professional Development: At the start of the school year, teachers develop individual growth plans with their supervisors that align with annual goals and areas for improvement. As a part of these plans, Social Studies teachers select relevant workshops at the National Council for the Social Studies conference. The 2019-2020 professional development calendar includes department-led faculty meetings during which teachers will share conference highlights with the rest of the high school team.

Literacy skills for social studies: Students will be able to readily access primary source materials, journal articles, graphs, charts, etc. and write a critical analysis. To do so, students must first be able to read the document successfully. Teachers will intentionally scaffold supports to enable students to comprehend complex texts on their own and apply analytical writing skills taught in English courses

Increasing rigor in social studies assignments: Teachers will incorporate college and career-readiness skills into all major assignments and classroom culture. On a quarterly basis, teachers will evaluate overall college readiness skills. This information will be broken down into specific content and process standards so that students can reflect upon their strengths and deficiencies.

GOAL 7: ESSA

Goal 7: ESSA

Hyde Leadership Charter School performance will meet ESSA accountability requirements

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

For the SY 2017-18 Hyde was in Good Standing.

EVALUATION

Hyde met this accountability goal.

ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	N/A*

*NEW YORK STATE HAS NOT YET DETERMINED THE SCHOOL'S ESSA STATUS FOR 2018-19



Entry 4 Expenditures per Child

Created: 07/31/2019 • Last updated: 08/01/2019

HYDE LEADERSHIP CHARTER SCHOOL Section Heading

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 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:* [Audit Guide](#) available within the portal or on the NYSED website

at: <http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf>.

Line 1: Total Expenditures	20060211
Line 2: Year End FTE student enrollment	968
Line 3: Divide Line 1 by Line 2	20723

2. Administrative Expenditures per Child

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

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018 19 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

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

Notes:
The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:
<http://www.p12.nysed.gov/psc/AuditGuide.html>.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	1258716
Line 2: Management and General Cost (Column)	60000
Line 3: Sum of Line 1 and Line 2	1318716
Line 5: Divide Line 3 by the Year End FTE student enrollment	1362

Thank you.

Hyde Leadership Charter School

Audit of Financial Statements and
Supplementary Schedule of Expenditures
of Federal Awards

Year Ended June 30, 2019

Hyde Leadership Charter School

Audit of Financial Statements
and Supplemental Schedule of Expenditures of Federal Awards
Year Ended June 30, 2019

Hyde Leadership Charter School

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Independent Auditor's Report

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

Report on the Financial Statements

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, 2019, 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 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 Hyde Leadership Charter School as of June 30, 2019, 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, 2018, and our report dated October 30, 2018 expressed an unmodified 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 Matters

Other Information

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, as required by Title 2 U.S. Code of Federal Regulations (CFR) 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. The accompanying schedule of expenditures of federal awards 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 to 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 to 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 31, 2019 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 solely 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 the effectiveness of the School's 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.

BDO USA, LLP

October 31, 2019

Hyde Leadership Charter School

Statement of Financial Position (with comparative totals for 2018)

<i>June 30,</i>	2019	2018
Assets		
Cash and cash equivalents (Note 2)	\$ 4,034,680	\$ 2,341,310
Investments (Notes 2 and 5)	999,380	1,492,140
Grants, contracts and other receivables (Note 2)	922,158	1,219,684
Prepaid expenses and other assets (Note 4)	140,212	269,518
Total Current Assets	6,096,430	5,322,652
Assets Limited as to Use (Note 2)	3,000,000	3,000,000
Fixed Assets, Net (Notes 3 and 6)	10,872,069	11,205,203
Total Assets, Net	\$ 19,968,499	\$ 19,527,855
Liabilities and Net Assets		
Liabilities		
Accounts payable and accrued expenses	\$ 180,460	\$ 250,585
Accrued payroll and payroll taxes	1,193,184	909,071
Current portion bonds payable (Notes 2 and 6)	435,000	425,000
Total Current Liabilities	1,808,644	1,584,656
Bond Payable, less current portion, net of deferred financing cost (Note 6)	13,676,553	14,089,324
Interest Rate Swap Liability (Note 5)	494,189	-
Total Liabilities	15,979,386	15,673,980
Commitments and Contingencies (Notes 6, 7, 8, 9, 10, and 11)		
Net Assets (Note 2)		
Without donor restrictions - undesignated	3,651,613	3,741,375
Without donor restrictions - designated by the Board (Note 2)	337,500	112,500
Total Net Assets	3,989,113	3,853,875
Total Liabilities and Net Assets	\$ 19,968,499	\$ 19,527,855

See accompanying notes to financial statements.

Hyde Leadership Charter School

Statement of Activities (with comparative totals for 2018)

<i>Year ended June 30,</i>	2019	2018
	(Without Donor Restrictions)	
Operating Revenue (Notes 2 and 7)		
State and local per pupil operating revenue	\$ 18,535,517	\$ 17,513,972
Government grants	1,055,554	1,013,260
Total Operating Revenue	19,591,071	18,527,232
Operating Expenses		
Program services:		
General education	15,278,009	14,282,591
Special education	1,677,760	2,188,460
Total Program Services	16,955,769	16,471,051
Management and general Development	2,217,132 221,117	1,763,657 158,681
Total Operating Expenses	19,394,018	18,393,389
Net Income from School Operations	197,053	133,843
Support and Other Revenue		
Contributions	435,131	433,590
Other income	25,259	5,649
Interest income	142,733	31,948
In-kind revenue	1,248	29,065
Total Support and Other Revenue	604,371	500,252
Change in Net Assets, before swap agreement	801,424	634,095
(Loss) Gain on Swap Agreement	(666,186)	171,997
Change in Net Assets	135,238	806,092
Net Assets, beginning of year	3,853,875	3,047,783
Net Assets, end of year	\$ 3,989,113	\$ 3,853,875

See accompanying notes to financial statements.

Hyde Leadership Charter School

Statement of Functional Expenses (with comparative totals for 2018)

Year ended June 30,

	No. of Positions	Program Services			Supporting Services			2019 Total	2018 Total
		General Education	Special Education	Total Program Services	Management and General	Development	Total Supporting Services		
Personnel costs:									
Administrative staff personnel	15	\$ -	\$ -	\$ -	\$ 1,258,716	\$ 132,948	\$ 1,391,664	\$ 1,391,664	\$ 1,288,508
Instructional personnel	103	10,510,448	1,299,475	11,809,923	-	-	-	11,809,923	10,573,948
Total Personnel Costs		10,510,448	1,299,475	11,809,923	1,258,716	132,948	1,391,664	13,201,587	11,862,456
Payroll taxes and employee benefits		2,231,689	268,920	2,500,609	260,990	29,249	290,239	2,790,848	2,407,268
Instructional supplies and equipment		328,858	1,665	330,523	3,639	825	4,464	334,987	477,742
Professional fees and dues		5,451	229	5,680	129,660	4,008	133,668	139,348	163,377
Instructional support		189,449	578	190,027	3,320	-	3,320	193,347	227,011
Professional development		225,390	31,506	256,896	7,113	4,813	11,926	268,822	312,197
Childcare		722	-	722	59	-	59	781	1,199
Business insurance		88,142	19,536	107,678	13,514	563	14,077	121,755	104,406
Telephone		74,018	13,113	87,131	13,067	2,295	15,362	102,493	95,760
Repairs and maintenance		108,940	-	108,940	3,926	2,550	6,476	115,416	139,186
Food services		16,274	-	16,274	19,614	-	19,614	35,888	45,559
Management fee (Note 8)		43,584	9,156	52,740	6,942	318	7,260	60,000	60,000
Printing and postage		37,654	7,611	45,265	9,525	3,724	13,249	58,514	68,083
Bank and payroll charges		159,284	20,861	180,145	34,285	2,585	36,870	217,015	198,725
Retreats, conferences and transportation		269,395	-	269,395	15,183	1,755	16,938	286,333	242,538
Marketing and recruitment		27,166	-	27,166	49,560	1,533	51,093	78,259	95,136
Technology supplies and services - non-classroom		24,286	3,881	28,167	24,975	6,191	31,166	59,333	83,768
Noncapitalized office furniture		690	-	690	300	642	942	1,632	5,091
Other administrative support		37,458	40	37,498	19,239	18,439	37,678	75,176	95,223
Office supplies		38,345	1,178	39,523	8,342	307	8,649	48,172	44,759
Rent (Notes 8 and 9)		-	-	-	-	8,352	8,352	8,352	849,060
Other occupancy costs		206,514	-	206,514	-	-	-	206,514	101,092
Depreciation		224,680	-	224,680	288,759	-	288,759	513,439	440,533
Miscellaneous expenses		11,074	11	11,085	4,963	20	4,983	16,068	56,643
Interest expense		418,498	-	418,498	41,441	-	41,441	459,939	216,577
Total Expenses		\$ 15,278,009	\$ 1,677,760	\$ 16,955,769	\$ 2,217,132	\$ 221,117	\$ 2,438,249	\$ 19,394,018	\$ 18,393,389

See accompanying notes to financial statements.

Hyde Leadership Charter School

Statement of Cash Flows (with comparative totals for 2018)

<i>Year ended June 30,</i>	2019	2018
Cash Flows from Operating Activities		
Change in net assets	\$ 135,238	\$ 806,092
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	513,439	440,533
Interest expense	22,229	12,041
Loss (gain) on swap agreement	666,186	(171,997)
Changes in operating assets and liabilities:		
Increase (decrease) in grants, contracts and other receivables	297,526	(46,882)
Decrease (increase) in prepaid expenses and other assets	(42,691)	519,200
Decrease in accounts payable and accrued expenses	(70,125)	(6,511)
Increase (decrease) in accrued payroll and payroll taxes	284,113	(86,841)
Decrease in deferred rent payable	-	(4,123,722)
Net Cash Provided by (Used in) Operating Activities	1,805,915	(2,658,087)
Cash Flows from Investing Activities		
Purchases of fixed assets	(180,305)	(11,000,348)
Purchases of certificate of deposit	-	(15,309)
Assets limited, as to use	-	(3,000,000)
Redemptions of certificate of deposits	492,760	545,953
Net Cash Provided by (Used in) Investing Activities	312,455	(13,469,704)
Cash Flows from Financing Activities		
Proceeds from bonds payable	-	15,250,000
Principal payments of bonds payable	(425,000)	(192,000)
Payments of debt issuance costs	-	(555,716)
Net Cash (Used in) Provided by Financing Activities	(425,000)	14,502,284
Net Increase (Decrease) in Cash and Cash Equivalents	1,693,370	(1,625,507)
Cash and Cash Equivalents, beginning of year	2,341,310	3,966,817
Cash and Cash Equivalents, end of year	\$ 4,034,680	\$ 2,341,310
Supplemental Disclosure of Cash Flow Information		
Cash paid for interest	\$ 437,710	\$ 204,536

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 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'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

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.

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 the two classes of net assets—with donor restrictions and without donor restrictions—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.

Income from investment gains and losses, including unrealized gains and losses, dividends, interest and other investments should be reported as increases (or decreases) in net assets without donor restrictions unless the use of the income received is limited by donor-imposed restrictions.

These classes are defined as follows:

With Donor Restrictions - This class consists of 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 pursuant to those stipulations.

Some net assets with donor restrictions 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 donor-restricted net assets are reclassified to net assets without donor restrictions and reported in the statement of activities.

Without Donor Restrictions - This class consists of net assets that are not subject to donor-imposed stipulations and are, therefore, available for general operations of the School. Certain net assets without donor restrictions are designated by the Board of Trustees for general operating reserve. Revenues are reported as increase in net assets without donor restrictions, unless their use is limited

Hyde Leadership Charter School

Notes to Financial Statements

by donor-imposed restrictions. Gains and losses on investments are reported as increases or decreases in net assets without donor restrictions, unless their use is restricted by donors or by law. Expenses are reported as decreases in net assets without donor restrictions.

As of June 30, 2019 the School had no net assets with donor restrictions.

Cash and Cash Equivalents

The School considers highly liquid investments with original maturities of 90 days or less to be cash and cash equivalents. 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. The School maintains a separate account with a minimum balance requirement of \$75,000, which is included in cash and cash equivalents.

Receivables

Receivables are recorded at their net realizable values, based upon an estimated allowance for doubtful accounts. At June 30, 2019, management determined that there was no allowance to be recorded. Pledges receivable due after one year are discounted to net present value using the risk-adjusted interest rate in effect on the date of the gifts. All of the School's grant, contract and other receivables are expected to be collected within one year.

Assets Limited as to Use

Assets whose use is limited by terms of debt indentures, agreements, or other similar arrangements for future payout are reported under assets limited as to use in the accompanying statement of financial position. The School is 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.

Reclassification

Certain reclassifications have been made to the 2019 financial statements in order to conform to the presentation.

Fixed Assets

Property and equipment are recorded at cost. Additions and improvements or betterments in excess of \$200 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:

Building and improvements	8-40 years
Computers and software	3 years
Furniture and equipment	5 years
Instructional assets	3-5 years

Hyde Leadership Charter School

Notes to Financial Statements

Asset Impairment

The School reviews long-lived assets, including equipment, for impairment whenever events or changes in business circumstances indicate that the carrying amount of an asset may not be fully recoverable. An impairment loss would be recognized when the estimated future cash flows from the use of the asset are less than the carrying amount of that asset. As of June 30, 2019, there was no such loss.

Fair Value Measurements

Professional standards establish 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 the 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 - Valuations are 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.

Level 2 - Valuations are 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.

Level 3 - Valuations are based on inputs that are unobservable and reflect management's best estimate of what market participants would use as fair value.

All of the School's investment assets at June 30, 2019 are in certificates of deposit and are classified as Level 1. Each of these investments can be liquidated daily. The valuation is based on Level 1 inputs within the hierarchy used in measuring fair value. Investments are stated at their fair values in the statement of financial position. At June 30, 2019, cost approximates fair value.

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 approximates 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.

Hyde Leadership Charter School

Notes to Financial Statements

Revenue Recognition

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.

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

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.

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.

Functional Allocation of Expenses

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

Program Services - This category represents expenses directly associated with general education and special education for certain students requiring additional attention and guidance.

Development - This category represents expenses directly associated with the School's effort to raise funds to support the operations of the School.

Management and General - This category represents expenses related to the overall administration and operation of the School that are not associated with any program services or development. These costs are allocated based on time allocation method.

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 (IRS) 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, 2019.

Hyde Leadership Charter School

Notes to Financial Statements

Under Accounting Standards Codification (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 IRS Form 990 information returns, as required, and all other applicable returns in jurisdictions where so required. For the year ended June 30, 2019, there was no interest or penalties recorded or included in the statement of activities. As of June 30, 2019, the School was not subject to any examination by a taxing authority.

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, 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.

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.

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, 2018, from which the summarized information was derived.

Recently Adopted Authoritative Guidance

Not-for-Profit Entities (Topic 958) and Health Care Entities (Topic 954) - Presentation of Financial Statements of Not-for-Profit Entities

In August 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2016-14 to improve the presentation of financial statements of not-for-profit entities. ASU 2016-14 impacts all not-for-profit entities in the scope of Topic 958, as well as health care entities subject to the nonprofit guidance in Topic 954. This is the first major change to the nonprofit financial statement model in over 20 years, which is intended to provide more useful information to donors, grantors and other users. The ASU becomes effective for fiscal years beginning after December 15, 2017. The provisions of the ASU were adopted by the School during fiscal-year 2019.

Hyde Leadership Charter School

Notes to Financial Statements

Recent Accounting Pronouncements Issued but Not Yet Adopted

Revenue from Contracts with Customers

In May 2014, the FASB issued ASU 2014-09, "Revenue from Contracts with Customers," which is a comprehensive new revenue recognition standard that will supersede existing revenue recognition guidance. The core principle of the guidance is that an entity should recognize revenue to depict the transfer of promised goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. The FASB issued ASU 2015-14 which deferred the effective date for the School until annual periods beginning after December 15, 2018. Earlier adoption is permitted subject to certain limitations. The amendments in this update are required to be applied retrospectively to each prior reporting period presented or with the cumulative effect being recognized at the date of initial application. The School is currently evaluating the impact of the pending adoption of ASU 2014-09.

Accounting for Leases

On February 25, 2016, the FASB issued ASU 2016-02, "Leases," which will require lessees to recognize a lease liability (a lessee's obligation to make lease payments arising from a lease, measured on a discounted basis) and a right-of-use asset (an asset that represents the lessee's right to use, or control the use of, a specified asset for the lease term). The standard is effective for non-public business entities for fiscal years beginning after December 15, 2019, and the School was currently evaluating the impact of the pending adoption of ASU 2016-02.

3. Fixed Assets, Net

The School's classes of fixed assets, net consist of the following:

June 30, 2019

Land	\$	1,750,000
Building		9,110,280
Building improvements		270,883
Furniture and equipment		428,175
Computers and software		1,403,400
Office equipment		403,603
Instructional assets		440,148
		<hr/> 13,806,489
Less: accumulated depreciation		(2,934,420)
Fixed Assets, Net	\$	10,872,069

For the year ended June 30, 2019, depreciation expense was \$513,439.

Hyde Leadership Charter School

Notes to Financial Statements

4. Liquidity and Availability of Resources

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

Year ended June 30, 2019

Total Current Assets	\$ 6,096,430
Less:	
Amounts unavailable for general expenditures within one year:	
Prepaid expenses and other assets	(140,212)
Board designated	(337,500)
Total Financial Assets Available to Management for General Expenditure Within One Year	\$ 5,618,718

As part of the School's liquidity management, it has a policy to structure its financial assets to be available, as its general expenditures, liabilities, and other obligations come due. In addition, the School invests cash in excess of daily requirements in short-term, liquid investments to help manage unanticipated liquidity needs. Investments, further discussed in Note 5, include certificates of deposits, all of which can be liquidated within 12 months.

Certain financial assets are considered unavailable because the governing board has set aside the funds for operating reserves and can be drawn upon approval by the board.

5. Investments at Fair Value

The following table shows, by level within the fair value hierarchy, the School's financial assets that are accounted for at fair value on a recurring basis as of June 30, 2019. The financial assets 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, 2019

	Fair Value Measurement at Report Date Using			Balance
	Level 1	Level 2	Level 3	
Assets				
Certificates of deposit	\$ 999,380	\$ -	\$ -	999,380
Total	\$ 999,380	\$ -	\$ -	999,380

The School has investments in certificates of deposit with original maturities of greater than three 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. At June 30, 2019, investment income was \$142,733.

As discussed in Note 6, in connection with the issuance of Series 2017 Bond 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

Hyde Leadership Charter School

Notes to Financial Statements

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 ASC 820. At June 30, 2019, the fair value of the interest rate swap was a liability of \$494,189.

6. 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 \$555,716 bond issuance cost, where fees are amortized over the life of the bonds. 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, maturity date. The Series 2017 Bonds were privately placed and not part of the public offering and is subject to certain covenants. The Series 2017 Bonds bear a fixed interest rate of 1.639% plus floating rate at USD-LIBOR-BBA*0.6501%. The bonds are secured by the high school facility included in the statement of financial position under fixed assets.

Future minimum debt service payments are as follows:

Year ended June 30,

2020	\$	435,000
2021		451,000
2022		466,000
2023		479,000
2024		492,000
Thereafter		12,310,000
Total		14,633,000
Less:		
Current portion		(435,000)
Financing costs		(521,447)
	\$	13,676,553

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%.

7. Revenue Concentrations

The School receives substantially all of its support and revenue from the New York City Department of Education. If the charter of the School was modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Hyde Leadership Charter School

Notes to Financial Statements

8. Agreement for School Facility

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.

9. Commitments and Contingencies

Contingency

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.

10. Licensing and Services Agreement

The Hyde Foundation, a not-for-profit organization dedicated to helping start and support certain aspects of 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 October 17, 2016, the School pays the Hyde Foundation 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.

11. Employee Benefit Plan

The School maintains a deferred compensation plan qualified under 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 may also elect to make additional contributions to the plan on a discretionary basis. The School made contributions totaling \$444,270 for the year ended June 30, 2019.

12. Subsequent Events

The School's management has performed subsequent event procedures through October 31, 2019, 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.

Hyde Leadership Charter School
Schedule of Expenditures of Federal Awards

Year ended June 30, 2019

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Passed Through to Subrecipients	Total Federal Expenditures
U.S. Department of Education				
Passed through the New York State Education Department:				
Title I Grants to Local Educational Agencies (Title I Part A of the ESEA)	84.010	Not available	\$ -	\$ 632,708
Supporting Effective Instruction State Grants	84.367	Not available	-	88,126
Title IV - Student Support and Academic Enrichment Grant	84.424	Not available	-	43,583
Special Education - Grant to States (IDEA, Part B)	84.027	Not available	-	201,952
Total U.S. Department of Education			-	966,369
U.S. Department of Agriculture				
Passed through the New York State Education Department:				
Child Nutrition Program Administration:				
Child Nutrition Cluster:				
National School Lunch Program (NSLP)	10.555	320800860903	-	21,038
School Breakfast Program (SBP)	10.553	320800860903	-	411
Total U.S. Department of Agriculture			-	21,449
Total Expenditures of Federal Awards			\$ -	\$ 987,818

The accompanying notes are an integral part of this schedule.

Hyde Leadership Charter School

Notes to Schedule of Expenditures of Federal Awards Year Ended June 30, 2019

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) under programs of the federal government for the year ended June 30, 2019. The information in this 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* (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.

2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. 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.

3. Indirect Cost Rate

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



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, 2019, 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 31, 2019.

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 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 entity'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 entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

BDO USA, LLP

October 31, 2019



Independent Auditor's Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance

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

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 *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2019. The School's major federal programs are identified in the summary of the auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

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

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs 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; 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* (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 each 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 each of its major federal programs for the year ended June 30, 2019.

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 a 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.

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 requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

BDO USA, LLP

October 31, 2019

Hyde Leadership Charter School
Schedule of Findings and Questioned Costs
Year Ended June 30, 2019

Section 1. Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported
- Noncompliance material to the financial statements noted? Yes No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Type of auditor's report issued on compliance for major federal programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516 (a)? Yes No

Identification of major federal programs:

CFDA Number	Name of Federal Program
84.010	Title I Grants to Local Educational Agencies (Title I Part A of the ESEA)

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee? Yes No

Section 2. Financial Statement Findings

There were no findings related to the financial statements that are required to be reported in accordance with generally accepted government auditing standards.

Section 3. Federal Award Findings and Questioned Costs

There were no findings and questioned costs for federal awards (as defined in 2 CFR 200.516 (a)) that are required to be reported.

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

Charter School Name:	Hyde Leadership Charter School
Audit Period:	2018-19
Prior Period:	2017-18
Report Due Date:	Friday, November 1, 2019
Date Submitted:	Friday, November 1, 2019
School Fiscal Contact Name:	Leslie Rich
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	BDO USA, LLP
School Audit Contact Name:	Stephan Alcuino, CPA, CGMA
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

Please submit the Annual Financial Statement and other associated documents
to BOTH
SUNY Charter Schools Institute
AND
New York State Education Department

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/home.aspx>

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."

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

NEW YORK STATE EDUCATION DEPARTMENT - Reporting Requirements:

Online Portal: <https://nysed-cso-reports.myreviewroom.com/>

Required Items:

- 1) This transmittal form (a copy of the Excel file containing the four schedules Does NOT need to be included);
- 2) Audited Financial Report;

And, if applicable:

- 3) Management Letter and Response;
- 4) Federal Single Audit/Uniform Guidance in 2 CFR Part 200, Subpart F.

HYDE LEADERSHIP CHARTER SCHOOL

Statement of Activities

as of June 30, 2019

	2018-19			2017-18
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 14,835,829	\$ -	\$ 14,835,829	\$ 14,017,465
Students with disabilities	3,173,267	-	3,173,267	3,005,921
Grants and Contracts				
State and local	526,421	-	526,421	490,586
Federal - Title and IDEA	1,055,554	-	1,055,554	1,013,260
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	19,591,071	-	19,591,071	18,527,232
EXPENSES				
Program Services				
Regular Education	\$ 15,278,009	\$ -	\$ 15,278,009	\$ 14,282,591
Special Education	1,677,760	-	1,677,760	2,188,460
Other Programs	-	-	-	-
Total Program Services	16,955,769	-	16,955,769	16,471,051
Management and general	2,217,132	-	2,217,132	1,763,657
Fundraising	221,117	-	221,117	158,681
TOTAL OPERATING EXPENSES	19,394,018	-	19,394,018	18,393,389
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	197,053	-	197,053	133,843
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 48,100	\$ -	\$ 48,100	\$ 107,102
Individuals	233,144	-	233,144	219,090
Corporations	69,744	-	69,744	39,244
Fundraising	84,143	-	84,143	68,154
Interest income	142,733	-	142,733	31,948
Miscellaneous income	(639,679)	-	(639,679)	206,711
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	(61,815)	-	(61,815)	672,249
CHANGE IN NET ASSETS	135,238	-	135,238	806,092
NET ASSETS BEGINNING OF YEAR	3,853,875	-	3,853,875	3,047,783
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 3,989,113	\$ -	\$ 3,989,113	\$ 3,853,875

HYDE LEADERSHIP CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2019

	<u>2018-19</u>	<u>2017-18</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 135,238	\$ 806,092
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	513,439	440,533
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	297,526	(46,882)
Prepaid Expenses	(42,691)	175,206
Accounts Payable	(70,125)	(6,511)
Accrued Expenses	284,113	(86,841)
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	22,229	12,041
Gain on Swap Agreement	666,186	171,997
Deferred rent payable	-	(4,123,722)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 1,805,915	\$ (2,658,087)
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(180,305)	(11,000,348)
Other	492,760	(2,469,356)
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ 312,455	\$ (13,469,704)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	15,250,000
Other	(425,000)	(747,716)
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ (425,000)	\$ 14,502,284
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 1,693,370	\$ (1,625,507)
Cash at beginning of year	2,341,310	3,966,817
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 4,034,680	\$ 2,341,310

HYDE LEADERSHIP CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2019

	No. of Positions	2018-19							2017-18	
		Program Services				Supporting Services			Total	Total
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	15.00	-	-	-	-	1,258,716	132,948	1,391,664	1,391,664	1,288,508
Instructional Personnel	103.00	10,510,448	1,299,475	-	11,809,923	-	-	-	11,809,923	10,573,949
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	118.00	10,510,448	1,299,475	-	11,809,923	1,258,716	132,948	1,391,664	13,201,588	11,862,457
Fringe Benefits & Payroll Taxes		1,910,994	223,486	-	2,134,480	28,656	183,442	212,099	2,346,578	1,973,120
Retirement		320,695	45,434	-	366,129	593	77,548	78,141	444,270	434,149
Management Company Fees		43,584	9,156	-	52,740	318	6,942	7,260	60,000	60,000
Legal Service		-	-	-	-	-	19,279	19,279	19,279	30,623
Accounting / Audit Services		-	-	-	-	-	109,550	109,550	109,550	55,398
Other Purchased / Professional / Consulting Services		354,430	21,439	-	375,869	24,938	38,919	63,858	439,727	560,902
Building and Land Rent / Lease / Facility Finance Interest		418,498	-	-	418,498	8,352	19,211	27,563	446,062	881,600
Repairs & Maintenance		139,864	-	-	139,864	2,550	3,926	6,476	146,340	164,640
Insurance		88,142	19,536	-	107,677	563	13,514	14,078	121,755	104,406
Utilities		186,429	13,113	-	199,542	2,295	13,067	15,363	214,905	112,997
Supplies / Materials		285,266	215	-	285,481	650	7,741	8,391	293,871	341,725
Equipment / Furnishings		18,669	-	-	18,669	642	300	942	19,611	52,184
Staff Development		225,390	31,506	-	256,896	4,813	7,113	11,926	268,822	312,197
Marketing / Recruitment		26,175	-	-	26,175	1,335	48,331	49,666	75,841	91,123
Technology		67,680	5,342	-	73,022	6,191	25,609	31,800	104,822	172,691
Food Service		16,274	-	-	16,274	-	19,614	19,614	35,887	45,559
Student Services		330,293	-	-	330,293	1,547	14,492	16,039	346,331	242,538
Office Expense		80,070	9,018	-	89,088	4,725	18,299	23,024	112,112	134,587
Depreciation		224,679	-	-	224,679	-	310,988	310,988	535,668	452,573
OTHER		30,434	40	-	30,474	1	20,524	20,525	50,999	135,919
Total Expenses		\$ 15,278,013	\$ 1,677,761	\$ -	\$ 16,955,774	\$ 1,346,886	\$ 1,091,357	\$ 2,438,244	\$ 19,394,018	\$ 18,221,388



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE contain guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Hyde Leadership Charter School

SCHOOL

Name:	Hyde Leadership Charter School
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CONTACT INFORMATION

Contact Name:	Leslie Rich
Contact Title:	Controller
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2019-20
Prior Academic Year:	2018-19

**HYDE LEADERSHIP CHARTER SCHOOL
2019-20**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	80	77	78	78	79	79	75	75	77	75	78	76	33
TOTAL ENROLLMENT = 960													

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
NUMBER OF SCHOOL DISTRICTS ENROLLED:	1	1	0	1	0	1	0	1	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:	968.686	960	0	960	0	960	0	960	0	0	0	0	0
*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.													
PRIMARY/OTHER DISTRICT NAME(S)	PRIOR YEAR 2018-19 Actual Enrollment	ANNUAL BUDGET								ACTUAL ENROLLMENT BY QUARTER			
		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
		Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
PRIMARY District	NYC CHANCELLOR'S OFFICE	960		960		960		960					
SECONDARY District	(Select from drop-down list) →												

		PRIOR YEAR	ANNUAL BUDGET								ACTUAL ENROLLMENT BY QUARTER			
		2018-19	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment						

HYDE LEADERSHIP CHARTER SCHOOL

**Budget / Operating Plan
2019-20**

		HYDE LEADERSHIP CHARTER SCHOOL Budget / Operating Plan 2019-20												
Total Revenue		-	5,056,485	-	-	5,063,302	-	-	5,063,302	-	-	5,580,654	-	-
Total Expenses		-	5,085,564	-	-	5,233,948	-	-	5,051,493	-	-	5,149,121	-	-
Net Income		-	(29,079)	-	-	(170,646)	-	-	11,809	-	-	431,534	-	-
Actual Student Enrollment		969	960	-	-	960	-	-	960	-	-	960	-	-
		Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
			Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions												
Executive Management	2.00		157,888		-	145,732		-	113,510		-	113,022		-
Instructional Management	4.00		157,000		-	151,983		-	153,962		-	151,450		-
Deans, Directors & Coordinators	27.00		577,269		-	588,979		-	578,663		-	561,329		-
CFO / Director of Finance	1.00		27,000		-	25,968		-	25,875		-	25,583		-
Operation / Business Manager	1.00		28,275		-	29,108		-	29,525		-	29,543		-
Administrative Staff	19.00		214,173		-	218,677		-	217,880		-	218,221		-
TOTAL ADMINISTRATIVE STAFF	54.00		1,161,605		-	1,160,447		-	1,119,415		-	1,099,149		-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	39.00		693,368		-	754,020		-	722,111		-	747,953		-
Teachers - SPED	30.00		528,171		-	526,757		-	521,258		-	538,746		-
Substitute Teachers	3.00		-		-	450		-	-		-	-		-
Teaching Assistants	9.00		78,594		-	90,425		-	90,399		-	90,524		-
Specialty Teachers	38.00		740,333		-	774,824		-	753,236		-	759,648		-
Aides	7.00		25,555		-	26,718		-	27,300		-	26,718		-
Therapists & Counselors	8.00		132,476		-	145,635		-	139,503		-	142,456		-
Other	6.00		15,000		-	45,000		-	45,000		-	45,000		-
TOTAL INSTRUCTIONAL	140.00		2,213,497		-	2,363,830		-	2,298,807		-	2,351,045		-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-		-		-	-		-	-		-	-		-
Librarian	-		-		-	-		-	-		-	-		-
Custodian	6.00		49,760		-	52,347		-	72,223		-	50,827		-
Security	-		-		-	-		-	-		-	-		-
Other	11.00		48,065		-	50,102		-	51,120		-	50,102		-
TOTAL NON-INSTRUCTIONAL	17.00		97,825		-	102,448		-	123,343		-	100,928		-
SUBTOTAL PERSONNEL SERVICE COSTS		211.00	3,472,927		-	3,626,725		-	3,541,564		-	3,551,123		-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes			290,761		-	303,637		-	296,507		-	297,307		-
Fringe / Employee Benefits			337,860		-	352,822		-	344,537		-	345,467		-
Retirement / Pension			104,755		-	109,394		-	106,825		-	107,114		-
TOTAL PAYROLL TAXES AND BENEFITS			733,375		-	765,853		-	747,870		-	749,888		-
TOTAL PERSONNEL SERVICE COSTS		211.00	4,206,303		-	4,392,578		-	4,289,434		-	4,301,011		-
CONTRACTED SERVICES														
Accounting / Audit					-			-	5,000		-	60,000		-
Legal			5,146		-	5,146		-	5,146		-	5,146		-
Management Company Fee			30,000		-	30,000		-			-			-
Nurse Services					-			-			-			-
Food Service / School Lunch					-			-			-			-
Payroll Services			51,159		-	51,159		-	51,159		-	51,159		-
Special Ed Services					-			-			-			-
Titlement Services (i.e. Title I)					-			-			-			-
Other Purchased / Professional / Consulting			5,126		-	5,126		-	5,126		-	5,126		-
TOTAL CONTRACTED SERVICES			91,430		-	91,430		-	66,430		-	121,430		-

HYDE LEADERSHIP CHARTER SCHOOL													
Budget / Operating Plan													
2019-20													
Total Revenue	-	5,056,485	-	-	5,063,302	-	-	5,063,302	-	-	5,580,654	-	
Total Expenses	-	5,085,564	-	-	5,233,948	-	-	5,051,493	-	-	5,149,121	-	
Net Income	-	(29,079)	-	-	(170,646)	-	-	11,809	-	-	431,534	-	
Actual Student Enrollment	969	960	-	-	960	-	-	960	-	-	960	-	
	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS													
Board Expenses		375		-	375		-	375		-	375		-
Classroom / Teaching Supplies & Materials		40,200		-	40,200		-			-			-
Special Ed Supplies & Materials				-			-			-			-
Textbooks / Workbooks		75,701		-	25,234		-			-			-
Supplies & Materials other		9,559		-	9,559		-	9,559		-	9,559		-
Equipment / Furniture		15,130		-	15,130		-	15,130		-	15,130		-
Telephone		28,335		-	28,335		-	28,335		-	28,335		-
Technology		32,507		-	32,507		-	32,507		-	32,507		-
Student Testing & Assessment		14,238		-	14,238		-	14,238		-	14,238		-
Field Trips		31,050		-	37,260		-	12,420		-	43,471		-
Transportation (student)		224		-	673		-	673		-	673		-
Student Services - other		22,732		-	22,732		-	58,697		-	58,697		-
Office Expense		25,961		-	25,961		-	25,961		-	25,961		-
Staff Development		61,581		-	61,581		-	61,581		-	61,581		-
Staff Recruitment		27,762		-	24,240		-	24,240		-	24,240		-
Student Recruitment / Marketing		332		-	332		-	332		-	332		-
School Meals / Lunch		4,720		-	14,160		-	14,160		-	14,160		-
Travel (Staff)		1,151		-	1,151		-	1,151		-	1,151		-
Fundraising		3,018		-	3,018		-	3,018		-	3,018		-
Other		40,303		-	40,303		-	40,303		-	40,303		-
TOTAL SCHOOL OPERATIONS	-	434,881	-	-	396,989	-	-	342,679	-	-	373,729	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		31,048		-	31,048		-	31,048		-	31,048		-
Janitorial				-			-			-			-
Building and Land Rent / Lease / Facility Finance Interest		112,258		-	112,258		-	112,258		-	112,258		-
Repairs & Maintenance		31,245		-	31,245		-	31,245		-	31,245		-
Equipment / Furniture				-			-			-			-
Security		14,647		-	14,647		-	14,647		-	14,647		-
Utilities		27,301		-	27,301		-	27,301		-	27,301		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	216,498	-	-	216,498	-	-	216,498	-	-	216,498	-	-
DEPRECIATION & AMORTIZATION													
		136,452		-	136,452		-	136,452		-	136,452		-
RESERVES / CONTINGENCY													
				-			-			-			-
DEFERRED RENT													
				-			-			-			-
TOTAL EXPENSES	-	5,085,564	-	-	5,233,948	-	-	5,051,493	-	-	5,149,121	-	-
NET INCOME	-	(29,079)	-	-	(170,646)	-	-	11,809	-	-	431,534	-	-

HYDE LEADERSHIP CHARTER SCHOOL													
Budget / Operating Plan													
2019-20													
Total Revenue	-	5,056,485	-	-	5,063,302	-	-	5,063,302	-	-	5,580,654	-	
Total Expenses	-	5,085,564	-	-	5,233,948	-	-	5,051,493	-	-	5,149,121	-	
Net Income	-	(29,079)	-	-	(170,646)	-	-	11,809	-	-	431,534	-	
Actual Student Enrollment	969	960	-	-	960	-	-	960	-	-	960	-	
	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*													
Number of Districts:	1	1	-	-	1	-	-	1	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	969	960	-	-	960	-	-	960	-	-	960	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	969	960	-	-	960	-	-	960	-	-	960	-	-
REVENUE PER PUPIL	-	5,267	-	-	5,274	-	-	5,274	-	-	5,813	-	-
EXPENSES PER PUPIL	-	5,297	-	-	5,452	-	-	5,262	-	-	5,364	-	-

		HYDE LEADERSHIP CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan					
		2019-20					
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
Total Revenue		20,763,744	20,763,744	-	20,763,744	20,763,744	
Total Expenses		20,520,126	20,520,126	-	(20,520,126)	(20,520,126)	
Net Income		243,618	243,618	-	243,618	243,618	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions					
Executive Management	2.00	530,153	530,153	-	(530,153)	(530,153)	
Instructional Management	4.00	614,395	614,395	-	(614,395)	(614,395)	
Deans, Directors & Coordinators	27.00	2,306,241	2,306,241	-	(2,306,241)	(2,306,241)	
CFO / Director of Finance	1.00	104,426	104,426	-	(104,426)	(104,426)	
Operation / Business Manager	1.00	116,452	116,452	-	(116,452)	(116,452)	
Administrative Staff	19.00	868,951	868,951	-	(868,951)	(868,951)	
TOTAL ADMINISTRATIVE STAFF	54.00	4,540,617	4,540,617	-	(4,540,617)	(4,540,617)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	39.00	2,917,452	2,917,452	-	(2,917,452)	(2,917,452)	
Teachers - SPED	30.00	2,114,932	2,114,932	-	(2,114,932)	(2,114,932)	
Substitute Teachers	3.00	450	450	-	(450)	(450)	
Teaching Assistants	9.00	349,942	349,942	-	(349,942)	(349,942)	
Specialty Teachers	38.00	3,028,041	3,028,041	-	(3,028,041)	(3,028,041)	
Aides	7.00	106,292	106,292	-	(106,292)	(106,292)	
Therapists & Counselors	8.00	560,070	560,070	-	(560,070)	(560,070)	
Other	6.00	150,000	150,000	-	(150,000)	(150,000)	
TOTAL INSTRUCTIONAL	140.00	9,227,179	9,227,179	-	(9,227,179)	(9,227,179)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	6.00	225,156	225,156	-	(225,156)	(225,156)	
Security	-	-	-	-	-	-	
Other	11.00	199,388	199,388	-	(199,388)	(199,388)	
TOTAL NON-INSTRUCTIONAL	17.00	424,544	424,544	-	(424,544)	(424,544)	
SUBTOTAL PERSONNEL SERVICE COSTS	211.00	14,192,340	14,192,340	-	(14,192,340)	(14,192,340)	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		1,188,212	1,188,212	-	(1,188,212)	(1,188,212)	
Fringe / Employee Benefits		1,380,686	1,380,686	-	(1,380,686)	(1,380,686)	
Retirement / Pension		428,089	428,089	-	(428,089)	(428,089)	
TOTAL PAYROLL TAXES AND BENEFITS		2,996,986	2,996,986	-	(2,996,986)	(2,996,986)	
TOTAL PERSONNEL SERVICE COSTS	211.00	17,189,326	17,189,326	-	(17,189,326)	(17,189,326)	
CONTRACTED SERVICES							
Accounting / Audit		65,000	65,000	-	(65,000)	(65,000)	
Legal		20,582	20,582	-	(20,582)	(20,582)	
Management Company Fee		60,000	60,000	-	(60,000)	(60,000)	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		204,634	204,634	-	(204,634)	(204,634)	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		20,504	20,504	-	(20,504)	(20,504)	
TOTAL CONTRACTED SERVICES		370,720	370,720	-	(370,720)	(370,720)	

HYDE LEADERSHIP CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan						
2019-20						
	20,763,744	20,763,744	-	20,763,744	20,763,744	
Total Revenue	20,763,744	20,763,744	-	20,763,744	20,763,744	
Total Expenses	20,520,126	20,520,126	-	(20,520,126)	(20,520,126)	
Net Income	243,618	243,618	-	243,618	243,618	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
SCHOOL OPERATIONS						
Board Expenses	1,499	1,499	-	(1,499)	(1,499)	
Classroom / Teaching Supplies & Materials	80,401	80,401	-	(80,401)	(80,401)	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	100,935	100,935	-	(100,935)	(100,935)	
Supplies & Materials other	38,236	38,236	-	(38,236)	(38,236)	
Equipment / Furniture	60,519	60,519	-	(60,519)	(60,519)	
Telephone	113,340	113,340	-	(113,340)	(113,340)	
Technology	130,028	130,028	-	(130,028)	(130,028)	
Student Testing & Assessment	56,953	56,953	-	(56,953)	(56,953)	
Field Trips	124,201	124,201	-	(124,201)	(124,201)	
Transportation (student)	2,243	2,243	-	(2,243)	(2,243)	
Student Services - other	162,858	162,858	-	(162,858)	(162,858)	
Office Expense	103,845	103,845	-	(103,845)	(103,845)	
Staff Development	246,322	246,322	-	(246,322)	(246,322)	
Staff Recruitment	100,481	100,481	-	(100,481)	(100,481)	
Student Recruitment / Marketing	1,327	1,327	-	(1,327)	(1,327)	
School Meals / Lunch	47,201	47,201	-	(47,201)	(47,201)	
Travel (Staff)	4,605	4,605	-	(4,605)	(4,605)	
Fundraising	12,074	12,074	-	(12,074)	(12,074)	
Other	161,210	161,210	-	(161,210)	(161,210)	
TOTAL SCHOOL OPERATIONS	1,548,278	1,548,278	-	(1,548,278)	(1,548,278)	
FACILITY OPERATION & MAINTENANCE						
Insurance	124,190	124,190	-	(124,190)	(124,190)	
Janitorial	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	449,031	449,031	-	(449,031)	(449,031)	
Repairs & Maintenance	124,979	124,979	-	(124,979)	(124,979)	
Equipment / Furniture	-	-	-	-	-	
Security	58,588	58,588	-	(58,588)	(58,588)	
Utilities	109,205	109,205	-	(109,205)	(109,205)	
TOTAL FACILITY OPERATION & MAINTENANCE	865,993	865,993	-	(865,993)	(865,993)	
DEPRECIATION & AMORTIZATION	545,808	545,808	-	(545,808)	(545,808)	
RESERVES / CONTINGENCY	-	-	-	-	-	
DEFERRED RENT	-	-	-	-	-	
TOTAL EXPENSES	20,520,126	20,520,126	-	(20,520,126)	(20,520,126)	
NET INCOME	243,618	243,618	-	243,618	243,618	

HYDE LEADERSHIP CHARTER SCHOOL														
Budget / Operating Plan														
2019-20														
	-	5,056,485	-	-	5,063,302	-	-	5,063,302	-	-	5,580,654	-	-	20,763,744
Total Revenue	-	5,056,485	-	-	5,063,302	-	-	5,063,302	-	-	5,580,654	-	-	20,763,744
Total Expenses	-	5,085,564	-	-	5,233,948	-	-	5,051,493	-	-	5,149,121	-	-	20,520,126
Net Income	-	(29,079)	-	-	(170,646)	-	-	11,809	-	-	431,534	-	-	243,618
Actual Student Enrollment	969	960	-	-	960	-	-	960	-	-	960	-	-	-
	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			Original Budget
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES {enter descriptions below}														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES {enter descriptions below}														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES {enter descriptions below}														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	(29,079)	-	-	(170,646)	-	-	11,809	-	-	431,534	-	-	243,618
Beginning Cash Balance	-	-	-	-	(29,079)	-	-	(199,724)	-	-	(187,916)	-	-	-
ENDING CASH BALANCE	-	(29,079)	-	-	(199,724)	-	-	(187,916)	-	-	243,618	-	-	243,618

HYDE LEADERSHIP CHARTER SCHOOL					
Budget / Operating Plan					
2019-20					
	20,763,744	-	20,763,744	20,763,744	
Total Revenue	20,763,744	-	20,763,744	20,763,744	
Total Expenses	20,520,126	-	(20,520,126)	(20,520,126)	
Net Income	243,618	-	243,618	243,618	
Actual Student Enrollment					
	Total Year		VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Back Depreciation	-	-	-	-	
Other	-	-	-	-	
Total Operating Activities	-	-	-	-	
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	
Other	-	-	-	-	
Total Investment Activities	-	-	-	-	
FINANCING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	
Other	-	-	-	-	
Total Financing Activities	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	
NET INCOME	243,618	-	243,618	243,618	
Beginning Cash Balance	-	-	-	-	
ENDING CASH BALANCE	243,618	-	243,618	243,618	

**HYDE LEADERSHIP CHARTER SCHOOL
BALANCE SHEET
2019-20**

	Prior Year	Q1	Q2	Q3	Q4
	2018-19	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

HYDE LEADERSHIP CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	-	5,056,485	-	-	5,063,302	-	-	5,063,302	-	-	5,580,654	-
Total Expenses	-	5,085,564	-	-	5,233,948	-	-	5,051,493	-	-	5,149,121	-
Net Income	-	(29,079)	-	-	(170,646)	-	-	11,809	-	-	431,534	-
Actual Student Enrollment	-	960	-	-	960	-	-	960	-	-	960	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES		Quarter 0											
		No. of Positions											
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-		157,888	-		145,732	-		113,510	-		113,022	-
Instructional Management	-		157,000	-		151,983	-		153,962	-		151,450	-
Deans, Directors & Coordinators	-		577,269	-		588,979	-		578,663	-		561,329	-
CFO / Director of Finance	-		27,000	-		25,968	-		25,875	-		25,583	-
Operation / Business Manager	-		28,275	-		29,108	-		29,525	-		29,543	-
Administrative Staff	-		214,173	-		218,677	-		217,880	-		218,221	-
TOTAL ADMINISTRATIVE STAFF	-		1,161,605	-		1,160,447	-		1,119,415	-		1,099,149	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-		693,368	-		754,020	-		722,111	-		747,953	-
Teachers - SPED	-		528,171	-		526,757	-		521,258	-		538,746	-
Substitute Teachers	-		-	-		450	-		-	-		-	-
Teaching Assistants	-		78,594	-		90,425	-		90,399	-		90,524	-
Specialty Teachers	-		740,333	-		774,824	-		753,236	-		759,648	-
Aides	-		25,555	-		26,718	-		27,300	-		26,718	-
Therapists & Counselors	-		132,476	-		145,635	-		139,503	-		142,456	-
Other	-		15,000	-		45,000	-		45,000	-		45,000	-
TOTAL INSTRUCTIONAL	-		2,213,497	-		2,363,830	-		2,298,807	-		2,351,045	-
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-		-	-		-	-		-	-		-	-
Librarian	-		-	-		-	-		-	-		-	-
Custodian	-		49,760	-		52,347	-		72,223	-		50,827	-
Security	-		-	-		-	-		-	-		-	-
Other	-		48,065	-		50,102	-		51,120	-		50,102	-
TOTAL NON-INSTRUCTIONAL	-		97,825	-		102,448	-		123,343	-		100,928	-
SUBTOTAL PERSONNEL SERVICE COSTS	-		3,472,927	-		3,626,725	-		3,541,564	-		3,551,123	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes			290,761	-		303,637	-		296,507	-		297,307	-
Fringe / Employee Benefits			337,860	-		352,822	-		344,537	-		345,467	-
Retirement / Pension			104,755	-		109,394	-		106,825	-		107,114	-
TOTAL PAYROLL TAXES AND BENEFITS			733,375	-		765,853	-		747,870	-		749,888	-
TOTAL PERSONNEL SERVICE COSTS			4,206,303	-		4,392,578	-		4,289,434	-		4,301,011	-
CONTRACTED SERVICES													
Accounting / Audit			-	-		-	-		5,000	-		60,000	-
Legal			5,146	-		5,146	-		5,146	-		5,146	-
Management Company Fee			30,000	-		30,000	-		-	-		-	-
Nurse Services			-	-		-	-		-	-		-	-
Food Service / School Lunch			-	-		-	-		-	-		-	-
Payroll Services			51,159	-		51,159	-		51,159	-		51,159	-
Special Ed Services			-	-		-	-		-	-		-	-
Titlement Services (i.e. Title I)			-	-		-	-		-	-		-	-
Other Purchased / Professional / Consulting			5,126	-		5,126	-		5,126	-		5,126	-
TOTAL CONTRACTED SERVICES			91,430	-		91,430	-		66,430	-		121,430	-

HYDE LEADERSHIP CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	-	5,056,485	-	-	5,063,302	-	-	5,063,302	-	-	5,580,654	-
Total Expenses	-	5,085,564	-	-	5,233,948	-	-	5,051,493	-	-	5,149,121	-
Net Income	-	(29,079)	-	-	(170,646)	-	-	11,809	-	-	431,534	-
Actual Student Enrollment	-	960	-	-	960	-	-	960	-	-	960	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
SCHOOL OPERATIONS												
Board Expenses		375	-		375	-		375	-		375	-
Classroom / Teaching Supplies & Materials		40,200	-		40,200	-		-	-		-	-
Special Ed Supplies & Materials		-	-		-	-		-	-		-	-
Textbooks / Workbooks		75,701	-		25,234	-		-	-		-	-
Supplies & Materials other		9,559	-		9,559	-		9,559	-		9,559	-
Equipment / Furniture		15,130	-		15,130	-		15,130	-		15,130	-
Telephone		28,335	-		28,335	-		28,335	-		28,335	-
Technology		32,507	-		32,507	-		32,507	-		32,507	-
Student Testing & Assessment		14,238	-		14,238	-		14,238	-		14,238	-
Field Trips		31,050	-		37,260	-		12,420	-		43,471	-
Transportation (student)		224	-		673	-		673	-		673	-
Student Services - other		22,732	-		22,732	-		58,697	-		58,697	-
Office Expense		25,961	-		25,961	-		25,961	-		25,961	-
Staff Development		61,581	-		61,581	-		61,581	-		61,581	-
Staff Recruitment		27,762	-		24,240	-		24,240	-		24,240	-
Student Recruitment / Marketing		332	-		332	-		332	-		332	-
School Meals / Lunch		4,720	-		14,160	-		14,160	-		14,160	-
Travel (Staff)		1,151	-		1,151	-		1,151	-		1,151	-
Fundraising		3,018	-		3,018	-		3,018	-		3,018	-
Other		40,303	-		40,303	-		40,303	-		40,303	-
TOTAL SCHOOL OPERATIONS	-	434,881	-	-	396,989	-	-	342,679	-	-	373,729	-
FACILITY OPERATION & MAINTENANCE												
Insurance		31,048	-		31,048	-		31,048	-		31,048	-
Janitorial		-	-		-	-		-	-		-	-
Building and Land Rent / Lease / Facility Finance Interest		112,258	-		112,258	-		112,258	-		112,258	-
Repairs & Maintenance		31,245	-		31,245	-		31,245	-		31,245	-
Equipment / Furniture		-	-		-	-		-	-		-	-
Security		14,647	-		14,647	-		14,647	-		14,647	-
Utilities		27,301	-		27,301	-		27,301	-		27,301	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	216,498	-	-	216,498	-	-	216,498	-	-	216,498	-
DEPRECIATION & AMORTIZATION		136,452	-		136,452	-		136,452	-		136,452	-
RESERVES / CONTINGENCY		-	-		-	-		-	-		-	-
DEFERRED RENT		-	-		-	-		-	-		-	-
TOTAL EXPENSES	-	5,085,564	-	-	5,233,948	-	-	5,051,493	-	-	5,149,121	-
NET INCOME	-	(29,079)	-	-	(170,646)	-	-	11,809	-	-	431,534	-

HYDE LEADERSHIP CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	-	5,056,485	-	-	5,063,302	-	-	5,063,302	-	-	5,580,654	-
Total Expenses	-	5,085,564	-	-	5,233,948	-	-	5,051,493	-	-	5,149,121	-
Net Income	-	(29,079)	-	-	(170,646)	-	-	11,809	-	-	431,534	-
Actual Student Enrollment	-	960	-	-	960	-	-	960	-	-	960	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

ENROLLMENT - *School Districts Are Linked To Above Entries*

NYC CHANCELLOR'S OFFICE	-	960	-	-	960	-	-	960	-	-	960	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
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HYDE LEADERSHIP CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	-	-	-	20,763,744	(20,763,744)	-	-	20,763,744	(20,763,744)	-	-
Total Expenses	-	-	-	20,520,126	20,520,126	-	-	20,520,126	20,520,126	-	-
Net Income	-	-	-	243,618	(243,618)	-	-	243,618	(243,618)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
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EXPENSES	Quarter 0 No. of Positions	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
ADMINISTRATIVE STAFF PERSONNEL COSTS												
Executive Management	-	-	-	-	530,153	530,153	-	-	530,153	530,153	-	-
Instructional Management	-	-	-	-	614,395	614,395	-	-	614,395	614,395	-	-
Deans, Directors & Coordinators	-	-	-	-	2,306,241	2,306,241	-	-	2,306,241	2,306,241	-	-
CFO / Director of Finance	-	-	-	-	104,426	104,426	-	-	104,426	104,426	-	-
Operation / Business Manager	-	-	-	-	116,452	116,452	-	-	116,452	116,452	-	-
Administrative Staff	-	-	-	-	868,951	868,951	-	-	868,951	868,951	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	4,540,617	4,540,617	-	-	4,540,617	4,540,617	-	-
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	-	-	-	-	2,917,452	2,917,452	-	-	2,917,452	2,917,452	-	-
Teachers - SPED	-	-	-	-	2,114,932	2,114,932	-	-	2,114,932	2,114,932	-	-
Substitute Teachers	-	-	-	-	450	450	-	-	450	450	-	-
Teaching Assistants	-	-	-	-	349,942	349,942	-	-	349,942	349,942	-	-
Specialty Teachers	-	-	-	-	3,028,041	3,028,041	-	-	3,028,041	3,028,041	-	-
Aides	-	-	-	-	106,292	106,292	-	-	106,292	106,292	-	-
Therapists & Counselors	-	-	-	-	560,070	560,070	-	-	560,070	560,070	-	-
Other	-	-	-	-	150,000	150,000	-	-	150,000	150,000	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	9,227,179	9,227,179	-	-	9,227,179	9,227,179	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	225,156	225,156	-	-	225,156	225,156	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	199,388	199,388	-	-	199,388	199,388	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	424,544	424,544	-	-	424,544	424,544	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	14,192,340	14,192,340	-	-	14,192,340	14,192,340	-	-
PAYROLL TAXES AND BENEFITS												
Payroll Taxes	-	-	-	-	1,188,212	1,188,212	-	-	1,188,212	1,188,212	-	-
Fringe / Employee Benefits	-	-	-	-	1,380,686	1,380,686	-	-	1,380,686	1,380,686	-	-
Retirement / Pension	-	-	-	-	428,089	428,089	-	-	428,089	428,089	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	2,996,986	2,996,986	-	-	2,996,986	2,996,986	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	17,189,326	17,189,326	-	-	17,189,326	17,189,326	-	-
CONTRACTED SERVICES												
Accounting / Audit	-	-	-	-	65,000	65,000	-	-	65,000	65,000	-	-
Legal	-	-	-	-	20,582	20,582	-	-	20,582	20,582	-	-
Management Company Fee	-	-	-	-	60,000	60,000	-	-	60,000	60,000	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	204,634	204,634	-	-	204,634	204,634	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	20,504	20,504	-	-	20,504	20,504	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	370,720	370,720	-	-	370,720	370,720	-	-

HYDE LEADERSHIP CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	-	-	-	20,763,744	(20,763,744)	-	-	20,763,744	(20,763,744)	-	-
Total Expenses	-	-	-	20,520,126	20,520,126	-	-	20,520,126	20,520,126	-	-
Net Income	-	-	-	243,618	(243,618)	-	-	243,618	(243,618)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
SCHOOL OPERATIONS											
Board Expenses	-	-	-	1,499	1,499	-	-	1,499	1,499	-	-
Classroom / Teaching Supplies & Materials	-	-	-	80,401	80,401	-	-	80,401	80,401	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	100,935	100,935	-	-	100,935	100,935	-	-
Supplies & Materials other	-	-	-	38,236	38,236	-	-	38,236	38,236	-	-
Equipment / Furniture	-	-	-	60,519	60,519	-	-	60,519	60,519	-	-
Telephone	-	-	-	113,340	113,340	-	-	113,340	113,340	-	-
Technology	-	-	-	130,028	130,028	-	-	130,028	130,028	-	-
Student Testing & Assessment	-	-	-	56,953	56,953	-	-	56,953	56,953	-	-
Field Trips	-	-	-	124,201	124,201	-	-	124,201	124,201	-	-
Transportation (student)	-	-	-	2,243	2,243	-	-	2,243	2,243	-	-
Student Services - other	-	-	-	162,858	162,858	-	-	162,858	162,858	-	-
Office Expense	-	-	-	103,845	103,845	-	-	103,845	103,845	-	-
Staff Development	-	-	-	246,322	246,322	-	-	246,322	246,322	-	-
Staff Recruitment	-	-	-	100,481	100,481	-	-	100,481	100,481	-	-
Student Recruitment / Marketing	-	-	-	1,327	1,327	-	-	1,327	1,327	-	-
School Meals / Lunch	-	-	-	47,201	47,201	-	-	47,201	47,201	-	-
Travel (Staff)	-	-	-	4,605	4,605	-	-	4,605	4,605	-	-
Fundraising	-	-	-	12,074	12,074	-	-	12,074	12,074	-	-
Other	-	-	-	161,210	161,210	-	-	161,210	161,210	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	1,548,278	1,548,278	-	-	1,548,278	1,548,278	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	124,190	124,190	-	-	124,190	124,190	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	449,031	449,031	-	-	449,031	449,031	-	-
Repairs & Maintenance	-	-	-	124,979	124,979	-	-	124,979	124,979	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	58,588	58,588	-	-	58,588	58,588	-	-
Utilities	-	-	-	109,205	109,205	-	-	109,205	109,205	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	865,993	865,993	-	-	865,993	865,993	-	-
DEPRECIATION & AMORTIZATION	-	-	-	545,808	545,808	-	-	545,808	545,808	-	-
RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	20,520,126	20,520,126	-	-	20,520,126	20,520,126	-	-
NET INCOME	-	-	-	243,618	(243,618)	-	-	243,618	(243,618)	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
HYDE LEADERSHIP CHARTER SCHOOL
2019-20

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

Demont, Deborah

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Hyde Leadership Charter School (Bronx)

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

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

Trustee

2. Does the education corporation operate you an employee of any school?
 Yes No

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

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center; font-size: 2em; color: blue;"><i>None</i></p>			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;"><i>None</i></p>				

Deborah Dumont

 Signature

signed by Leslie Rich

 Date

No changes from year prior

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



Engel, Susan

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Hyde Leadership Charter School (Bronx)

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

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

← Trustee

2. Does the education corporation operate you an employee of any school?
 Yes No

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

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;"><i>None</i></p>			

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

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

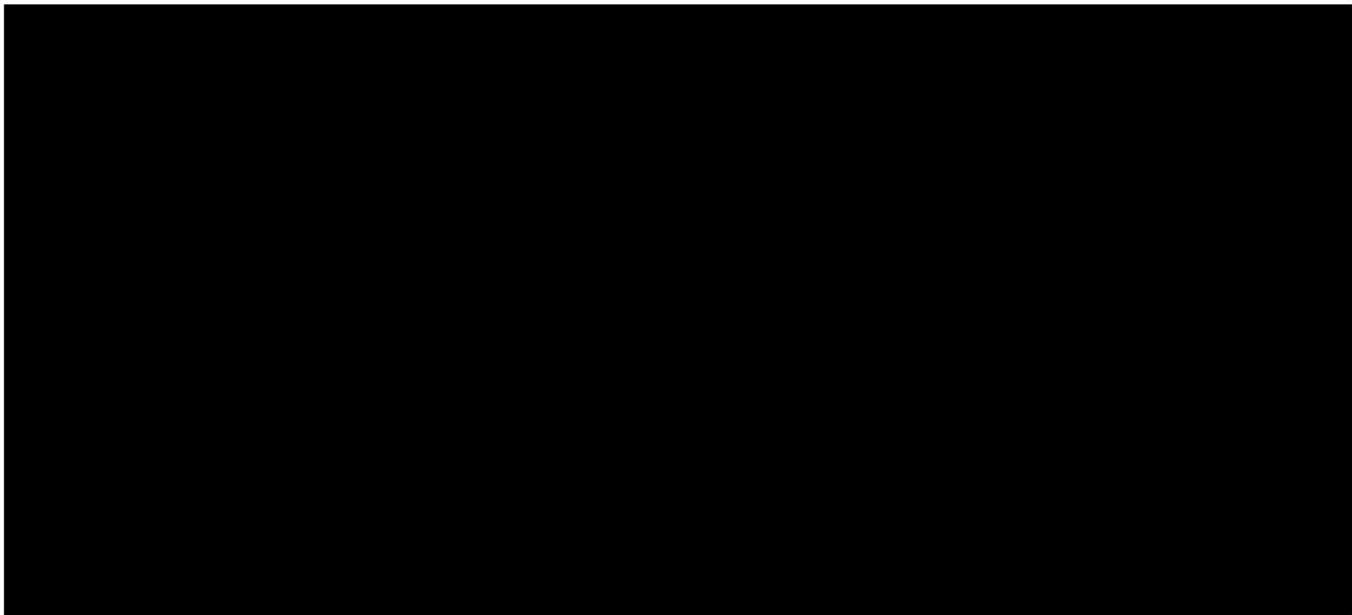
Susan Engel signed by Leslie Rich en absentia

Signature

Date

No changes from prior year

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



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Hyde Leadership Charter School (Bronx)

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

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

BOARD CHAIR

2. Does the education corporation operate you an employee of any school?
 Yes No

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

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
	None		
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

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

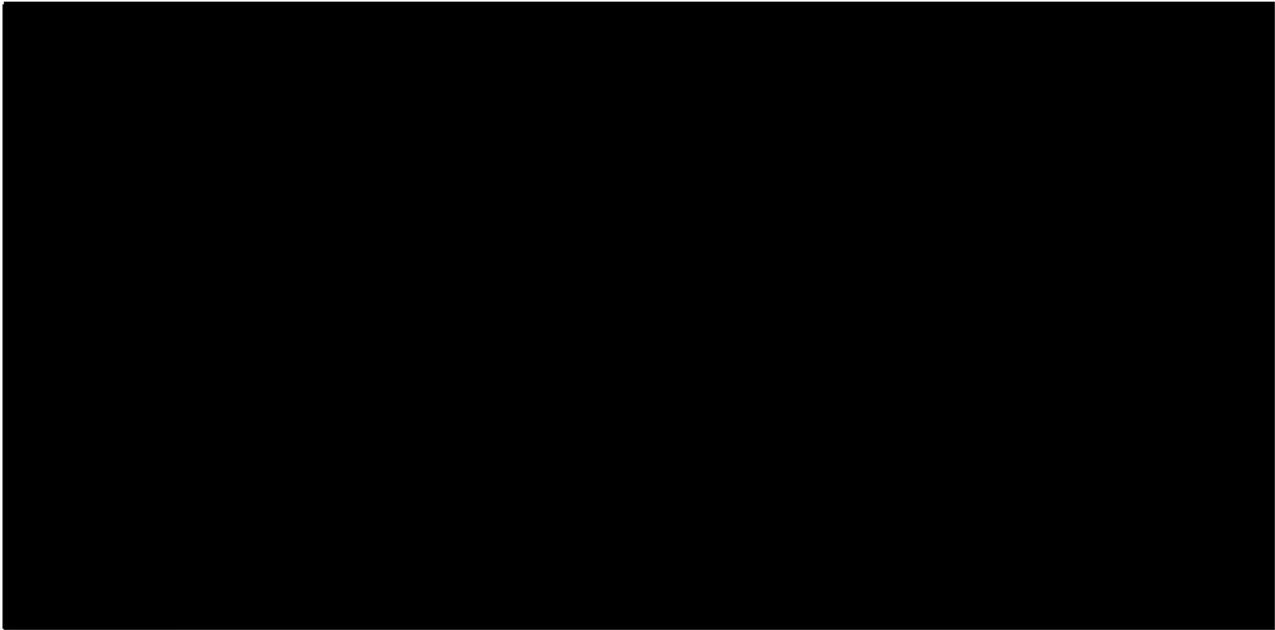
None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="margin-left: 200px;">NONE</p>				


7/22/19

Signature Date

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Hankley, Oz

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Hyde Leadership Charter School (Bronx)

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

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

Trustee

2. Does the education corporation operate you an employee of any school?
 Yes No

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

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

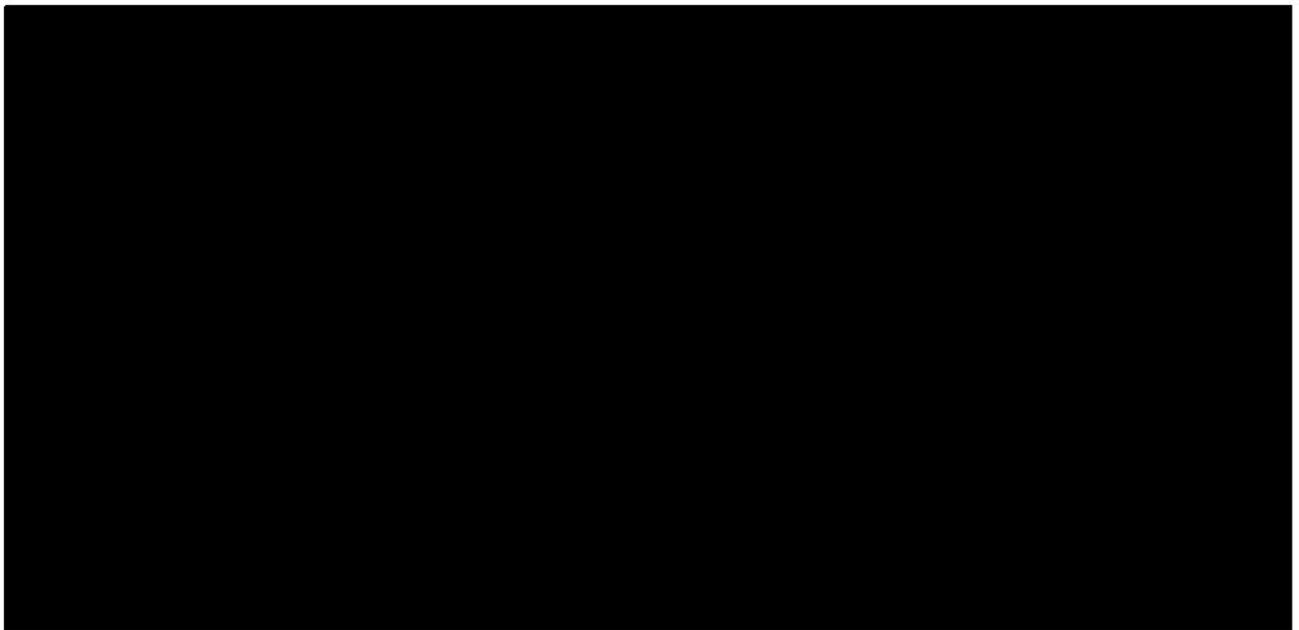
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;"><i>None</i></p>			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;"><i>None</i></p>				

Oz Henley Signed by *Hester Rich* in *absentia*
 Signature Date *No charges from prior year*

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



Jermol, Ruth

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Hyde Leadership Charter School (Bronx)

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

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

*Chair, Marketing and Communications Committee
member, Development Committee*

2. Does the education corporation operate you an employee of any school?
 Yes No

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

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;"><u>None</u></p>			

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

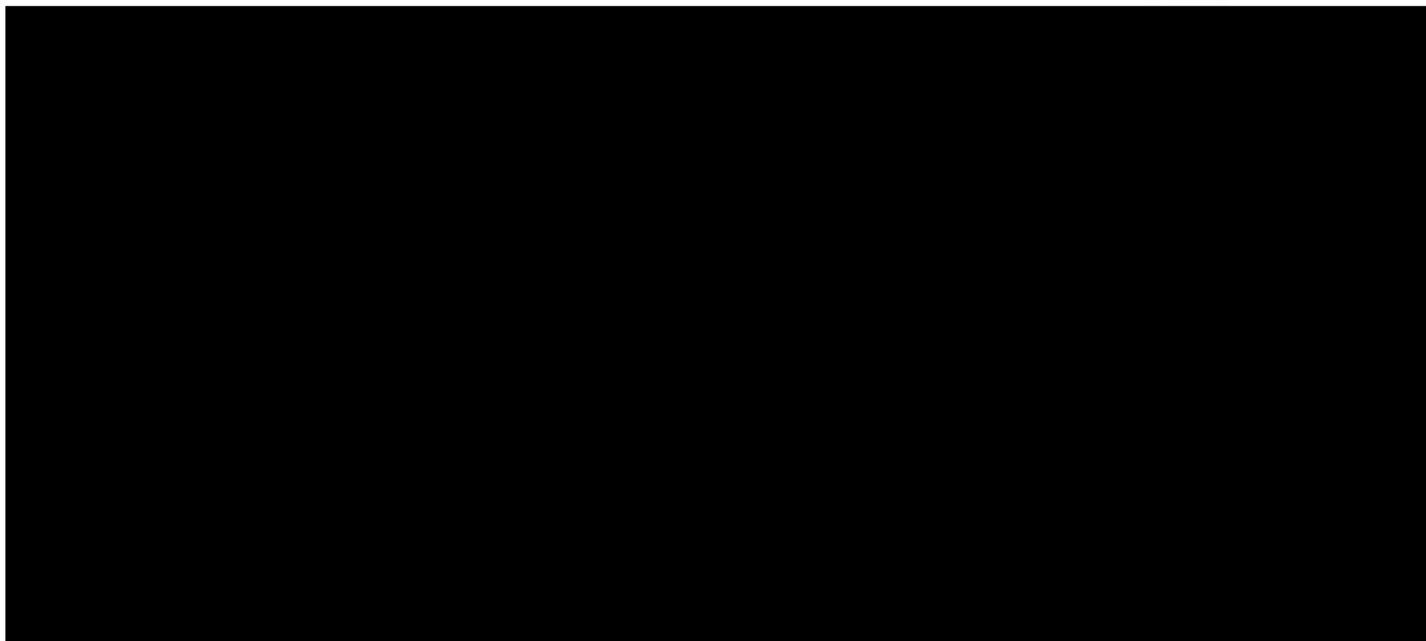
None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p style="text-align: center;">— NONE —</p> <p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

Ruth B. Jarmal
Signature

7/24/19
Date

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Hyde Leadership Charter School (Bronx)

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

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

SECRETARY

2. Does the education corporation operate you an employee of any school?
 Yes No

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

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center; font-size: 2em; font-family: cursive;">NONE</p>			

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

NONE

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

Herbert M. Kaplan
2/22/19

Signature Date

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Mendez, Jeanette

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Hyde Leadership Charter School (Bronx)

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

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

Parent Representative

2. Does the education corporation operate you an employee of any school?
 Yes No

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

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

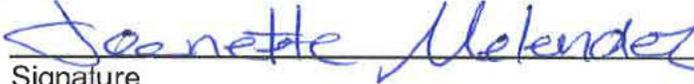
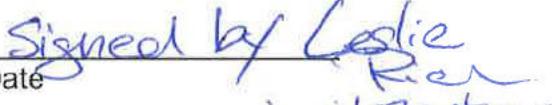
If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write</i>	<i>None</i>	<i>if applicable. Do not leave</i>	<i>this space blank.</i>

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

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


Signed by


 Signature Date

in absence

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



Singer, Maureen

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Hyde Leadership Charter School (Bronx)

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

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

Trustee

2. Does the education corporation operate you an employee of any school?
 Yes No

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

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

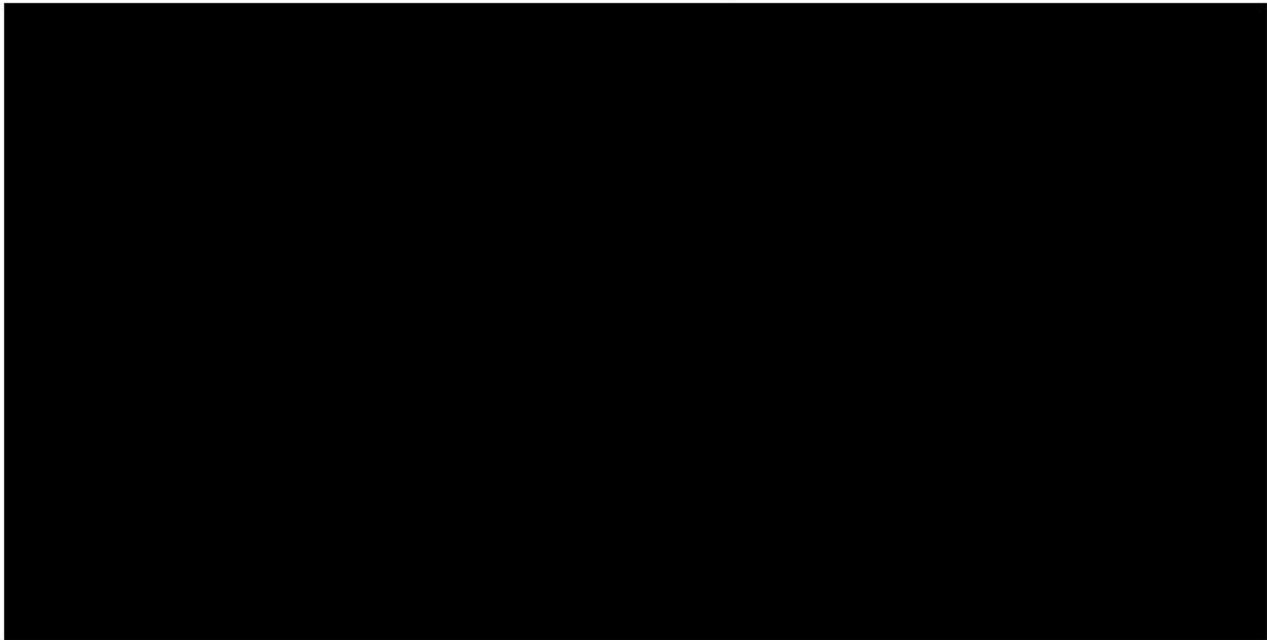
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;"><i>None</i></p>			

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

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

Maureen Singer Signed by Kerlie Figh independ
 Signature Date No changes from prior year

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



Stoupas, Tony

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Hyde Leadership Charter School (Bronx)

TONY STOUPAS

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

HYDE LEADERSHIP CHARTER SCHOOL

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

TRUSTEE

2. Does the education corporation operate you an employee of any school?

Yes No

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

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>NONE</p>			

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

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

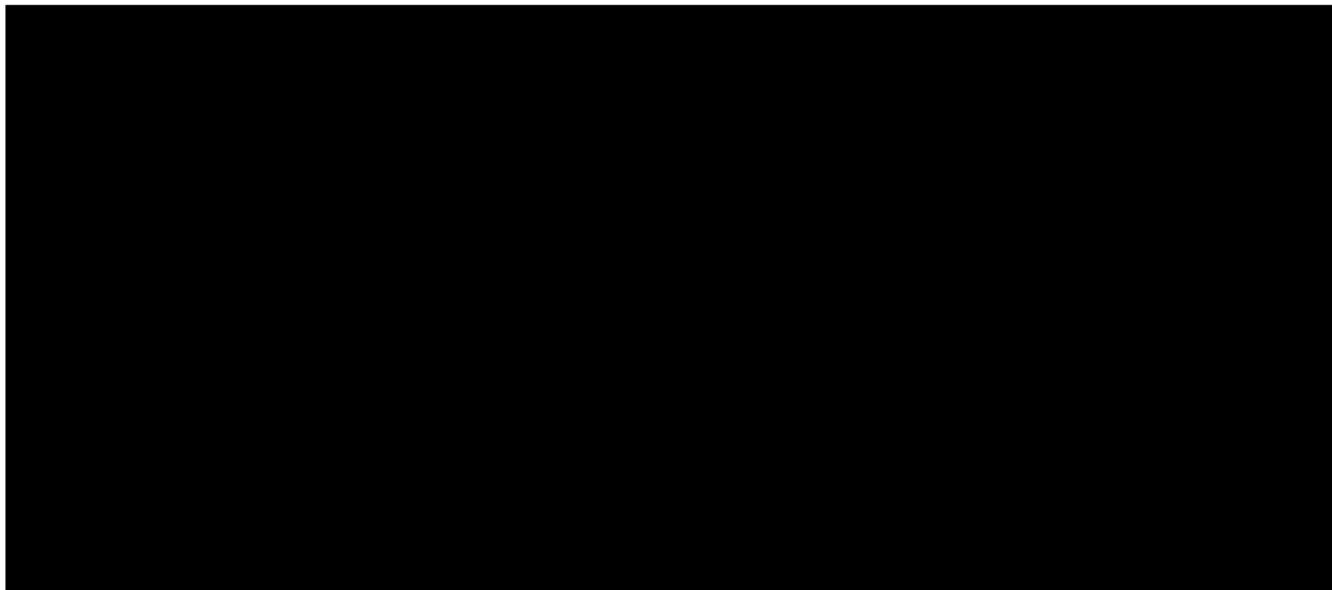


Signature

7/22/19

Date

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Sutton, Charon

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Hyde Leadership Charter School (Bronx)

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

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

Trustee

2. Does the education corporation operate you an employee of any school?
 Yes No

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

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;"><i>None</i></p>			

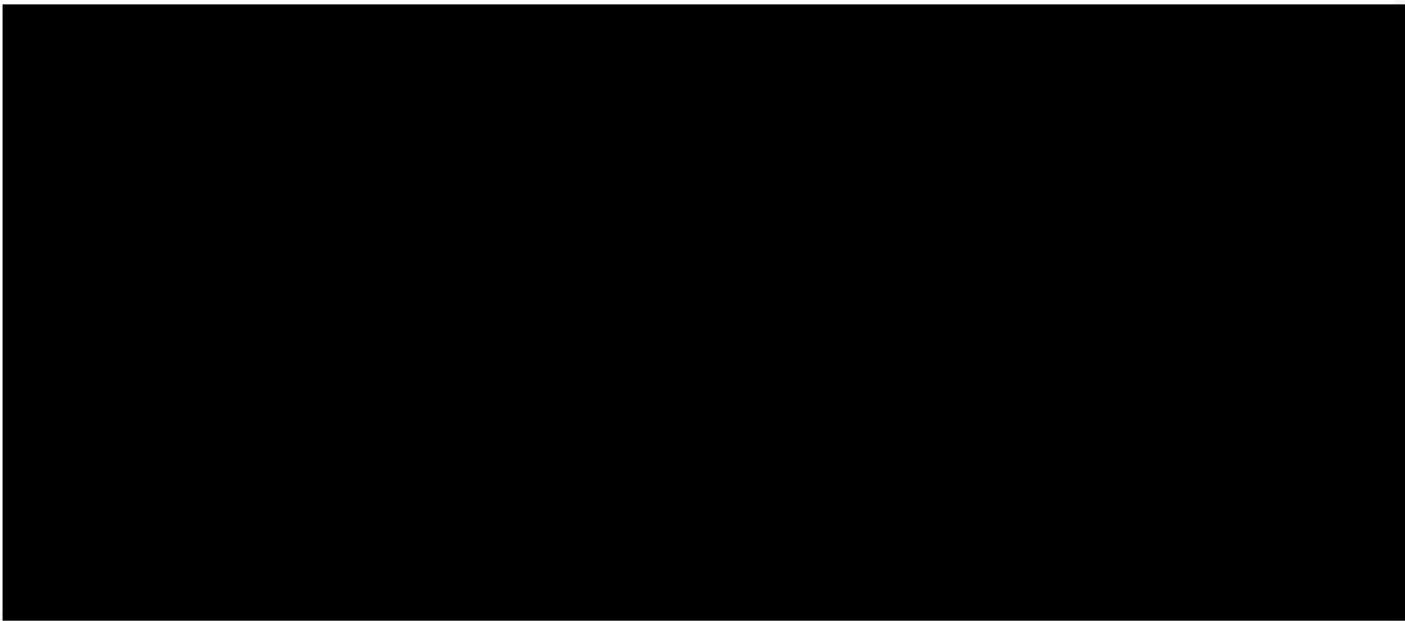
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

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

Chevon Sutton signed by Leticia Rich in absence

Signature _____ Date _____

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





Entry 8 BOT Table

Created: 07/31/2019 • Last updated: 08/01/2019

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. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and 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 2018 19
1	Herbert B. Fixler [Redacted]	Chair	Executive	Yes	5	04/01/2018	06/30/2020	9
2	Herbert M. Kaplan [Redacted]	Secretary	Development	Yes	5	12/01/2018	11/30/2020	12
3	Maureen Singer [Redacted]	Treasurer	Finance	Yes	2	10/01/2018	09/30/2020	8
4	Vincent Hanley, Jr. [On Leave] [Redacted]	Trustee/Member	Government Relations	Yes	2	01/01/2018	12/31/2020	5 or less
5	Ruth Jarmul [Redacted]	Trustee/Member	Development	Yes	1	01/10/2017	01/31/2020	10
	Deborah Dumont							

6	[REDACTED]	Trustee/Member	Education	Yes	4	10/01/2018	09/30/2020	8
7	Chavon T. Sutton [REDACTED]	Trustee/Member	Finance	Yes	1	03/28/2018	03/31/2021	10
8	Tony Stoupas [REDACTED]	Trustee/Member	Facilities	Yes	1	07/10/2017	01/31/2020	9
9	Susan Engel [REDACTED]	Trustee/Member		Yes	1	02/28/2018	02/28/2021	8

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

1b. Current Board Member Information

	Trustee Name and 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 2018 19
10	Jeanette Melendez	Parent Rep	Education	Yes	3	12/01/2018	11/30/2020	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, 2019	10
b.Total Number of Members Added During 2018 19	0
c. Total Number of Members who Departed during 2018 19	1
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	10

3. Number of Board meetings held during 2018-19 12

4. Number of Board meetings scheduled for 2019-20 12

Thank you.



Entry 10 Enrollment and Retention of Special Populations

Created: 07/31/2019 • Last updated: 08/01/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018 19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual 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 2019 20.

HYDE LEADERSHIP CHARTER SCHOOL Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
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.	<p>Hyde Leadership Charter School made best efforts to attract a comparable or greater enrollment of students with disabilities and English language learners as compared to the enrollment figures for students in the district locations by notifying the CSE of our educational programs and possible openings for the coming school year.</p> <p>Outreach and Promotional Activities:</p> <ol style="list-style-type: none"> 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 <p>Communication Directives:</p> <ol style="list-style-type: none"> 1) Emails: Parents, School Staff 2) Paper applications mailed to current parents 3) Flyers Phone Calls, School Website: http://www.hydebronxny.org/ <p>Lottery Process:</p> <ol style="list-style-type: none"> 1) Electronic, supported by a witness 2) Applications are accepted both online and

		<p>manually and in Spanish and English</p> <p>3) An electronic copy of the combined list is used for the lottery process</p> <p>4) A pre designed lottery generating software is used for the final lottery process</p>
English Language Learners/Multilingual Learners	<p>Hyde also makes every effort to attract proportionate or higher percentages English language learners in comparison to the CSDs from which we recruit.</p> <p>At recruitment events we make sure to let families know of our diverse staff many of whom are fluent in another language. All of our communications are distributed in both English and Spanish to further expand our outreach efforts.</p>	<p>Outreach Activities for English Language Learners and their families.</p> <p>All recruitment materials are distributed in both English and Spanish.</p> <p>ELL services are described in detail on the applications.</p> <p>Services are presented to families at the Charter School Recruitment Fair.</p>
Students with Disabilities	<p>Hyde seeks to maintain and strengthen 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.</p>	<p>Will attend upcoming Special Education Fair</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Economically Disadvantaged	<p>The following indicates Hyde’s recent success at achieving the high targets we have established for student retention annually all students and by sub groups.</p> <p>Retention Target % of all Students who Returned from</p> <p>2015 2016: 96%</p> <p>2016 2017: 95%</p> <p>2017 2018: 96%</p> <p>2018 2019 90%</p> <p>% of Economically Disadvantaged students who Returned from Previous Year</p> <p>2015 2016: 98%</p> <p>2016 2017: 97%</p> <p>2017 2018: 96%</p> <p>2018 2019: 90%</p>	<p>The principles of Universal Design for Learning guide Hyde’s instructional planning and delivery. More concretely, Hyde utilizes service delivery models, such as collaborative teaching, that are effective with all students, but especially give SWDs and ELLs access to the general education curriculum while also being provided scaffolds, evidence based interventions, and supports to build the literacy, math, language, and social emotional skills each learner needs. All of our students have unique, special needs. Our programming, student and family supports, and the culture we have built are designed to provide our students with the best possible learning and personal growth opportunities. That we are doing a good and ever better job at this is,</p>

	<p>Hyde’s graduation rates for economically disadvantaged students, students with disabilities, and ELLs continue to exceed averages from the Bronx CSD 8, Bronx County, NYC DOE and state.</p>	<p>perhaps, our strongest student retention strategy. Once a Hyde student, always a Hyde student as our initial graduates and students who have returned often attest.</p>
<p>English Language Learners/Multilingual Learners</p>	<p>% of English Language Learners Who Returned from Previous Year 2015 2016: 82% 2016 2017: 96% 2017 2018: 90%</p> <p>Hyde’s commitment to our English language learners is to ensure students gain appropriate social and academic language proficiency. We strive to ensure that each student meets their individualized language goals created by the teacher.</p>	<p>Through our Parent Orientation program we will continue to inform and empower families with the knowledge of their student’s legal rights and protections and programming options. The orientation also reviews academic expectations which are to make curriculum accessible to ELL, to ensure achievement of English proficiency as measured by NYSESLAT, and to ensure annual yearly progress (AYP) on state exams. The orientation is conducted in English and Spanish.</p>
<p>Students with Disabilities</p>	<p>% of Students with Disabilities who returned previous year 2015 2016: 92% 2016 2017: 94% 2017 2018: 90%</p> <p>HLCS has implemented a thoughtful and progressive approach to serving students with disabilities. The array of direct services for students with disabilities that HLCS provides includes: counseling, direct, push in and indirect Special Education Teacher Support Services (SETTS), and Integrated Collaborative Teaching (ICT) provided by a staff of 8 guidance counselors and 29 special education teachers (in SY 2019 20). The school contracts with outside agencies to provide Speech and Language Therapy, Occupational Therapy, and paraprofessionals, as needed per IEP mandates through the related service transmittal process with the CSE. Additional supports, as outlined in IEPs, are provided on a student by student basis. In SY 2013 14, HLCS implemented a progressive school wide ICT structure. This structure has allowed for true collaborative teaching to occur, including in self contained classrooms in grades K 4 and in each of the core academic disciplines (ELA, math, science, and social studies/history) across grades 6 12.</p>	<p>In addition to the increase in Special Education specific faculty and staff from FY2019 Hyde will increase the number of ICT sections in K 8.</p>



Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/31/2019 • Last updated: 08/01/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/30/19
102	30	30	1	103

2. Administrator Position Attrition Table

FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
28	8	8	5	33

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

Through our recruitment process Hyde tries to identify candidates who's values align with Hyde's mission of character based education. Additionally Hyde offers a competitive compensation packages to recruit and retain talent with proven results. This has resulted in a gradual decline in attrition year over year. Hyde makes best efforts to provide inhouse career advancement to tenured talent with proven results. Instructional staff with exemplary work often are promoted to positions of leadership within the organization to cultivate the talent in more junior instructional staff.

4. Charter schools must ensure that all prospective employees receive clearance through [the NYSED Office of School Personnel Review and Accountability \(OSPRA\)](#) prior to employment. 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.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Yes
--	-----

Thank you

School is in session/La escuela esta en sesión

No School/No hay clases

(For at least one division)/(Por al menos una división)



HYDE LEADERSHIP CHARTER SCHOOL

School Divisions

ES - Grades K-3/Grados K-3
MS - Grades 4-8/Grados 4-8
HS - Grades 9-12/Grados 9-12

2019-2020 Academic Calendar/Calendario academico

July/August 2019—Julio/Agosto 2019

- 7/1-7/25—HS: Summer School/Escuela de verano
7/5-8/23—K-5: NYJTL Summer Program/Programa de verano de NYJTL
7/8-8/2—ES: Summer Program/Programa de verano
8/27—4th Grade: Breakfast Family Orientation/Desayuno y orientación para familias
8/27—ES: Back to School Event/Evento de regreso
8/28—K-12: First Day of School (1/2 Day for Students)/La escuela comienza (1/2 día para los estudiantes)
8/29-8/30—K-12: 1/2 day for students/Medio día para los estudiantes

September 2019—Septiembre 2019

- 9/2—K-12: No School: Labor Day/No hay clases: Labor Day
9/3—First Day of Busing/Primer día de autobús
9/5—MS: Back to School Night Family Day/Noche de regreso a la y día de familia
9/12—ES: Back to School Night/Noche de regreso
9/13—MS: Field Day/Día de competición
9/26—HS: Back to School Night/Noche de regreso
9/30—K-12: No School: Rosh Hashanah/no hay clases: Rosh Hashanah

October 2019—Octubre 2019

- 10/1—K-12: No School: Rosh Hashanah/no hay clases: Rosh Hashanah
10/5—ES: Family Retreat/Retiro familiar
10/9—K-12: No School: Yom Kippur/No hay clases: Yom Kippur
10/10—K-12: Family Teacher Conferences (1/2 Day for Students)/Conferencia de familia y maestro (medio día para los estudiantes)
10/14—K-12: No School: Indigenous People's Day/No hay clases: Día de las indígenas
10/15—HS: NHS Induction Ceremony/Ceremonia de inducción del NHS
10/25-10/27—MS: Family Retreat/Retiro Familiar
10/28-10/31—HS: Benchmark Exams (1/2 Day for Students)/Exámenes de referencia (medio día para los estudiantes)
10/31—ES: Fall in Love with Reading Parade/Desfile enamorarse con leer

November 2019—Noviembre 2019

- 11/1—HS: Benchmark Exams (1/2 Day for Students)/Exámenes de referencia (medio día para los estudiantes)
11/5—K-8: No School: ES & MS Data Day/No hay clases: Día de datos
11/8—HS: No School: Data Day/No hay clases: Día de datos
11/11—K-12: No School: Veteran's Day/No hay clases: Día de los Veteranos
11/14—MS: Family Discovery Night/Noche de descubrimiento de familia
11/16—HS: Family Day/Día de la familia
11/25—ES: Fall Family Feast/Banquete familiar del otoño
11/27-11/29—K-12: No School: Thanksgiving/No hay clases: Día de Acción de Gracias

December 2019—Diciembre 2019

- 12/2-12/6—K-8: Benchmark Exams (1/2 Days for Students)/Exámenes de referencia (medio día)
12/7—ES: Family Day/Día de familia
12/12—HS: Family Teacher Conferences (1/2 Day for Students)/CFM (1/2 día para los estudiantes)
12/19—K-8: Family Teacher Conferences (1/2 Day for Students)/CFM (1/2 día para los estudiantes)
12/20-1/1—K-12: No School: Winter Break/No hay clases: Vacación de Invierno

Calendar grid for July/Julio 2019 with days of the week and dates.

Calendar grid for August/Agosto 2019 with days of the week and dates.

Calendar grid for September/Septiembre 2019 with days of the week and dates.

Calendar grid for October/Octubre 2019 with days of the week and dates.

Calendar grid for November/Noviembre 2019 with days of the week and dates.

Calendar grid for December/Diciembre 2019 with days of the week and dates.



School Divisions	
ES - Grades K-3/Grados K-3	
MS - Grades 4-8/Grados 4-8	
HS - Grades 9-12/Grados 9-12	

January 2020—Enero 2020

- 1/1—K-12: No School: Winter Break/No hay clases: Vacación de Invierno
- 1/16—ES: Family Discovery Night/Noche de descubrimiento de familias
- 1/20—K-12: No School: Martin Luther King, Jr. Day/No hay clases: Día de Martin Luther King, Jr.
- 1/21-1/24—Regents Exams/Exámenes de Regents
- 1/27—K-8 No School: Professional Development Day/No hay clases: Día de desarrollo profesional
- 1/31—HS: No school: Q2 Data Day/No hay clases: Día de datos de trimestre 2

February 2020—Febrero 2020

- 2/13—ES and MS: Family Discovery Night/Noche de descubrimiento de familias
- 2/17-2/21—K-12: No School: President's Day/Midwinter Recess/Día de los Presidentes/Vacación de Medio Invierno
- 2/25—HS: NAHS Induction Ceremony/Ceremonia de inducción del NAHS

March 2020—Marzo 2020

- 3/4-3/6—MS: Benchmark Exams/Exámenes de referencia
- 3/5—HS: Family Teachers Conferences (1/2 Day for Students)/CFM (1/2 día para los estudiantes)
- 3/9—Inclement Weather Make-up Day, School closed if not needed/día de recuperación si hay día de nieve perdido
- 3/18—HS: No School: Professional Development Day/No hay escuela: Día Desarrollo Profesional
- 3/12—K-8: Family Teacher Conferences (1/2 Day for Students)/CFM (1/2 día para los estudiantes)
- 3/25-3/26—3-8: ELA State Exams/Examen de Estado de ELA
- 3/30-3/31—HS: Benchmark Exams (1/2 Day for Students)/Exámenes de referencia (1/2 día para los estudiantes)

April 2020—Abril 2020

- 4/1-4/2—HS: Benchmark Exams (1/2 Day for Students)/Exámenes de referencia (1/2 día para los estudiantes)
- 4/4—MS: Family Day/Día de familia
- 4/8—K-8: No School: Data Day/No hay clases: Día de datos
- 4/9-4/17—K-12 No School: Spring Break/No hay clases: Vacaciones de primavera
- 4/22-4/23—3-8: Math State Exams/Examen de Matemáticas
- 4/24—HS: No School: Data Day/No hay clases: día de datos
- 4/24-4/26—MS: Family Retreat/Retiro familiar

May 2020—Mayo 2020

- 5/1—ES: Field Day/Día de competición
- 5/4-5/15—HS: AP Exams/Exámenes de AP
- 5/13—HS: Family Teacher Conferences (1/2 Day for Students)/CFM (1/2 día para los estudiantes)
- 5/15—MS: Field Day/Día de competición
- 5/18—HS: Field Day & Talent Show (1/2 Day for Students)/Día de competición demostración del talento (1/2 día para los estudiantes)
- 5/18-5/20—MS: 4th Grade NYS Science Performance Exam/Examen de ciencias de cuarto grado en el estado de Nueva York
- 5/21—K-8: Family Teacher Conferences (1/2 Day for Students)/CFM (1/2 días para los estudiantes)
- 5/25-5/26—K-12: No School: Memorial Day/no hay clases: Memorial Day

June 2020—Junio 2020

- 6/2—MS & HS: Regents Exams/Exámenes de Regents
- 6/9—ES: Performing Arts Showcase/Demostración de las artes escénicas
- 6/11—K-12: Family Celebration (1/2 Day for Students)/Celebración de Familias (1/2 día para los estudiantes)
- 6/17-6/25—MS & HS: Regents Exams/Exámenes de Regents
- 6/19—3rd Grade: Moving Up Ceremony/Ceremonia de graduación
- 6/24—ES: Kindergarten Stepping Up Ceremony/Ceremonia de graduación
- 6/24—MS: 8th Grade Stepping Up Ceremony/Ceremonia de graduación
- 6/24—K-12: Last Day of School (1/2 Day for Students)/Ultimo día de clases (1/2 día para los estudiantes)
- 6/27—HS: Commencement/Graduación de la secundaria

JANUARY/ENERO 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
			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	

FEBRUARY/FEBRERO 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
						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	

MARCH/MARZO 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
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				

APRIL/ABRIL 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
			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		

MAY/MAYO 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
					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						

JUNE/JUNIO 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
	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				