



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/22/2015

Last updated: 07/28/2015

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

Page 1

1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

HYDE LEADERSHIP CS (NYC CHANCELLOR) 320800860903

2. CHARTER AUTHORIZER

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

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 8

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	730 Bryant Avenue Bronx, NY 10474	718-991-5500	718-842-8617	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

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

5. SCHOOL WEB ADDRESS (URL)

www.hydebronxny.org

6. DATE OF INITIAL CHARTER

2006-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2006-09-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

970

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

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

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

	Yes/No	Name of CMO/EMO
	No	

Page 2

11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	730 Bryant Avenue Bronx, NY 10474	718-991-5500	CSD 8	K-8	Yes	DOE space
Site 2	830 Hunts Point Avenue Bronx, NY 10470	718-991-5500	CSD 8	9-12	Yes	Rent/Lease
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Tom Sturtevant			
Operational Leader	Mike McNamara			
Compliance Contact	Mike McNamara			
Complaint Contact	Tom Sturtevant			

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Tom Sturtevant			
Operational Leader	Mike McNamara			
Compliance Contact	Mike McNamara			
Complaint Contact	Tom Sturtevant			

13. Are the School sites co-located?

Yes

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

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

Page 3

14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

14a. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Bylaws	Various to conform to Charter Act requirements; revise committee structure; change title of school leader to Executive Director.	January 2, 2015	
2	Change in student/family handbook	Revised discipline policy to clarify escalation of discipline measures; included FERPA rights; changed Executive Director title	January 2, 2015	
3				
4				
5				

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

Carmen Nolzco, Manager of Compliance, Mike McNamara, Chief Operating Officer

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

Responses Selected:

Yes

Signature, Head of Charter School

[Blank signature area for Head of Charter School]

Signature, President of the Board of Trustees



Thank you.



Appendix A: Link to the New York State School Report Card

Created: 07/22/2015

Last updated: 07/29/2015

Page 1

Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

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



Appendix A: Progress Toward Goals

Created: 07/29/2015

Last updated: 10/30/2015

Page 1

Charter School Name:

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) which captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

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

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

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2015. If the goals are based on student performance data that the school will not have access to before August 1, 2015 (e.g., the NYS Assessment results), explain this in the "2014-2015 Progress Toward Attainment of Goal" column. The information can be updated when available. Appendix A must be fully completed no later than November 1, 2015.

2a. ACADEMIC STUDENT PERFORMANCE GOALS

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
				<p>Below are some of the actions that we have taken to improve on our performance:</p> <p>◀ We have hired an academic dean to focus exclusively on the needs of teachers in Grades 2-3. This instructional leader will provide ongoing observation and feedback; work on curriculum and assessment planning and delivery and support teachers in their work with challenging students and</p>

Academic Goal 1

Math & ELA Performance
Hyde Leadership Charter School's students who have been at HYDE-BRONX for at least three years will, on average, meet or exceed the average city-wide aggregate math scores.
1. The aggregate ELA and Math scores for elementary and intermediate school students who have been at HYDE-BRONX for one year will meet or exceed the average scores of the other District 8 schools.
2. After two years at HYDE-BRONX, these aggregate scores will exceed the district's average.
3. After three years at HYDE-BRONX, these aggregate scores will meet or exceed the average city-wide aggregate ELA and Math scores.

Mandated New York State assessments in elementary and middle schools

- 1. Not Met
- 2. Not Met for ELA, Met for Math
- 3. Not Met

their families.
◀ We have added a second teacher or associate teacher to the two second grade classes that were not already co-taught.
◀ We have trained five of our teachers in the use of the language-based, multisensory Orton-Gillingham approach to reading instruction. An additional ten teachers are slated to be trained before the end of the school year.
◀ We have enrolled our most struggling students in Grades 3-5 in a mentoring program in which they meet one-on-one with a mentor at least once per week. This program, launched last year, is being further refined to enhance its effectiveness.
◀ We have continued our use of NWEA MAP assessments to generate data that can help with differentiated instruction in ELA and math. This data will be used this year to group students for intervention and to provide individualized computer-based instruction, using the Compass Learning platform.
◀ We have instituted a re-teaching period in Grades 4-5 that meets four times per week and offers teachers the opportunity to review ELA concepts taught in the previous week that may not have been fully understood.
◀ We have continued our relationship with Reading Partners, a national non-profit that recruits and trains community volunteers to work one-on-one with students for 45 minutes twice per week, following a structured, research-based curriculum.
◀ We have invested in a research-based independent reading program for Grades 1-5, the 100 Book Challenges, which is designed to develop avid, lifelong proficient readers. Through this initiative, we hope to dramatically increase the amount of reading students

do at school and at home.

- ◀ We have implemented a math problem-solving period 3-4 times per week in Grades K-5 based on the Cognitively Guided Instruction model. In each session, students use strategies of their choice to solve problems. Children are expected to explain and justify their strategies, and the children, along with their teachers, take responsibility for deciding whether a strategy that is presented is correct.
- ◀ We have hired an additional math and SPED ELA teacher in Grades 6-8.
- ◀ We have decreased the teacher-student ratio in Grade 8 in order to provide better direct instruction.
- ◀ We have increased the number of intervention periods in math for students in Grades 6-8 and revised the schedule in order to ensure that teachers have additional time with students they regularly teach.
- ◀ We have added Math 180, a research based math intervention program as part of the core math instruction for all students in Grade 6. Students in Grade 6 receive co-taught direct instruction in M180 3 times per week.

<p>Academic Goal 2</p>	<p>Promotion Rates 1. After their first year at HYDE-BRONX, students' promotion rates will meet or exceed the average promotion rate at other District 8 schools. 2. After their second and third years at HYDE-BRONX, students' promotion rates will exceed average promotion rates at other District 8 schools. 3. After three years at HYDE-BRONX, students' promotion rates will meet or exceed aggregate promotion rates of all NYC schools combined.</p>	<p>Promotion measures prescribed by the New York City of Department of Education for the School Report Card</p>	<p>1. 91.6% first year students promoted 2. 95.9% second year students and 94.9% third year students were promoted 3. 95.9% of students after three year were promoted.</p> <p>Promotion rates for District 8 and NYC are not available to determine if we met our goal.</p>	
				<p>Mid-way through the 2014-2015 school year, we made the switch to include co-teachers in our second grade classrooms, increasing the level of support and intervention services within each K-2 room. We will continue to have at least two co-teachers in each classroom K-2 for the upcoming 2015-2016 school year, allowing for more individualized instruction and support for our struggling readers. Classroom teachers will use a combination of resources from the Core Knowledge Language Arts Program, the new common core-aligned Teachers College Units of Study in Writing and the American Reading Company's 100 Book Challenge to support literacy instruction within the classroom every day. Using a variety of pedagogical approaches to teach reading, classroom teachers will use a combination of literacy centers, whole-group instruction, reading and writing workshops, small-group instruction, and 1:1 reading conferences to provide differentiated literacy instruction that meets every reader at their level.</p> <p>To better support our students with IEPs, we will also transition to a full inclusion model for our students who receive special education services, using a combination of</p>

Academic Goal 3

Adequate Yearly Progress
First and second grade
students in Hyde
Leadership Charter
School will achieve annual
yearly
progress (AYP) as
indicated by internal
measures outlined below.
First and Second Grade:
1. 1. 90% of each cohort
will test above the 40th
National Percentile Rank
on the Gates MacGinitie
decoding and vocabulary
subtests by June of each
school year.
2. 2. At least 80% of each
cohort will achieve an
average performance
grade of 80% accuracy on
standards-based end of
year math assessments.

Scores on the NWEA Test

1. Not Met
2. Not Met

End of the year math
assessment

Integrated Co-Teaching
(ICT) classrooms, special
education teachers, and
intensive pull-out support
services. Additionally, we
have three reading
intervention teachers in the
lower elementary school
who pull struggling readers
for intensive small-group
reading instruction using
resources from Leveled
Literacy Intervention (LLI)
and Orton-Gillingham.

Seven kindergarten, 4 first
grade, and 3 second grade
students who failed to meet
grade level expectations
will repeat the grade. All of
these students have been
tested as good candidates
for retention on the Light's
Retention Scale.

We are partnering with
Amplify, the professional
development provider for
the Core Knowledge
Language Arts program
and with a consultant from
Generation Ready to
provide targeted,
differentiated support for
teachers to better
implement our curricular
programs. We hired
academic deans for Grades
K-1 and 2-3, respectively,
to improve the quality and
frequency of in-class
observations and feedback
and planning support.
Teachers have formed a
retention committee to
identify interventions to
reduce the high teacher
turnover rate. We have
modified our salary scale to
be more attractive to more
experienced teachers. We
have also deployed an
attendance improvement
task force to work closely
with families who may
struggle with attendance.

MATH

In Kindergarten and first
grade classrooms, we will
continue to have two
teachers in each room to
allow for more
individualized instruction for
students and differentiated
intervention and academic
enrichment opportunities.
We will continue to use the
TERC Investigations

			<p>curriculum that provides the basis of our scope and sequence in math instruction, supplementing our lessons with materials from the Context for learning curriculum. These supplementary materials will focus primarily on developing a deeper understanding of word problems and algebraic thinking, expanding on the existing units within TERC that build operational reasoning. Additionally, we will add an additional 30 minutes of time into our K-5 daily schedule to allow for Cognitive Guided Instruction (CGI), a math protocol that focuses specifically on building strategies to help students solve word problems.</p>
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Academic Goal 5	<p>High School Goals</p> <p>5a. By the end of their 4th year in the Hyde-Bronx high school division, 75 percent of these students will have scored at least 65 on the New York State Regents examinations in ELA.</p>			Goal Met
	<p>5b. By the end of their 4th year in the Hyde-Bronx high school division, 75 percent of these students will have scored at least 65 on a New York State Regents examination in Math.</p>	ELA Regents exams		Goal Met
	<p>5c. By the end of their 4th year in the Hyde-Bronx high school division, 75 percent of these students will have scored at least 65 on a third New York State Regents examination.</p>	Integrated Algebra Geometry		Goal Met
	<p>5d. At least 75% of each entering class of ninth graders who remain at Hyde-Bronx will graduate within five years.</p>	Living Environment and Global History and Geography Regents Exams		Goal Met
	<p>5e. Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYCDOE Progress Report peer schools.</p>	Graduation/Enrollment Rates		
	<p>5f. Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYCDOE Progress Report peer schools.</p>	English Regents Exam		Cannot officially report until Progress Reports for 2014-2015 are released. However, 90% of our students reached this criterion.
		Math Regents Exam		Cannot officially report until Progress Reports for 2014-2015 are released. However, 90% of our students reached this criterion.

Academic Goal 6	<p>Student Attendance Attendance at HYDE-BRONX will exceed city averages.</p> <ol style="list-style-type: none"> 1. During their first year at HYDE-BRONX, students' attendance rates will meet or exceed average attendance at other District 8 schools. 2. During their second and third years at HYDE-BRONX, students' attendance rates will meet or exceed average attendance at other District 8 schools. 3. After three years at HYDE-BRONX, students' attendance rates will meet or exceed aggregate attendance rates of all NYC schools combined. 	Student Attendance	<ol style="list-style-type: none"> 1. Goal Met. Attendance for first year students at Hyde was 95.34% compared to 88.60% in all District 8 schools. 2. Goal Met. Second year students had an average attendance rate of 94.77%, while third-year students had an attendance rate of 93.74%. 3. Goal Not Met. The average attendance rate for students after 3 years at Hyde was 90.25% compared to 91.41% for all NYC schools. 	
Academic Goal 7	<p>Student Attrition</p> <ol style="list-style-type: none"> 1. 25% or less of first-year students will fail to return to HYDE-BRONX for their second year. 2. 20% or less of second-year students will fail to return to HYDE-BRONX for their third year. 3. 15% or less of students will fail to return to HYDE-BRONX after each ensuing year. 	Student Enrollment	<p>Goal Met</p> <ol style="list-style-type: none"> 1. 8% first year students failed to return to Hyde for their second year. 2. 2% second year students failed to return to Hyde for their third year. 3. The percentage of students failing to return after each ensuing year was less than 15%, except for students in their 9th year who had a 20% attrition rate. 	
Academic Goal 8	<p>Parent Satisfaction</p> <p>Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.</p>	NYC DOE School Environmental Survey	<p>Goal Met</p> <p>Satisfaction Rates: Hyde / City</p> <p>Parents: 93% / 90%</p> <p>Teachers: 85% / 88%</p> <p>Students: 82% / 82%</p> <p>Hyde's Survey Response Rates:</p> <p>Parents: 53%</p> <p>Teachers: 94%</p> <p>Students: 89%</p>	

2a1. Do have more academic goals to add?

Yes

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Measure Used to Evaluate Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	Parent Participation At least 80% of parents, guardians or other committed adults will participate in at least six parent events/activities each year. Events/activities include: Family Days, Parent Discovery nights, parent teacher conferences, parent/family retreats and workshops.	Parent attendance at events and meetings	Goal Not Met 77.84% of our parents attended at least six Family Program events	We will contact parents for make-up meetings to disseminate important information; hold more make-up nights to accommodate parents that are not able to attend Design additional activities throughout the school year to engage families.
Academic Goal 10	Enrollment Stability Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be measured each year by an analysis of student enrollment figures in ATS.	Student Enrollment	Goal Met. Our target enrollment for 2014-2015 was 965 and our average enrollment for the year was 965, which is 2.7% above the 940 authorized enrollment	
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				

2a2. Do have more academic goals to add?

No

Page 2

2b. ORGANIZATIONAL GOALS

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				

2b.1 Do you have more organizational goals to add?

No

2c. FINANCIAL GOALS

2014-15 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Financial Compliance & Viability 10a. Upon completion of every year, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings. 10b. The school will have liquid financial assets at least equal to one year's rent at each quarter end.	Financial Audit	Goal Met	
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/27/2015

Last updated: 07/29/2015

Page 1

Charter School Name:

B. Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	17200835
Line 2: Year End Per Pupil Count	968
Line 3: Divide Line 1 by Line 2	17769

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

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

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).**

Line 1: Relevant Personnel Services Cost (Row)	905105
Line 2: Management and General Cost (Column)	141385
Line 3: Sum of Line 1 and Line 2	1046490
Line 4: Year End Per Pupil Count	968
Line 5: Divide Line 3 by the Year End Per Pupil Count	1081

Thank you.

Hyde Leadership Charter School

Financial Statements
Year Ended June 30, 2015

Hyde Leadership Charter School

Financial Statements
Year Ended June 30, 2015

Hyde Leadership Charter School

Contents

Independent Auditor's Report	3-4
Financial Statements:	
Statement of Financial Position as of June 30, 2015	5
Statement of Activities for the Year Ended June 30, 2015	6
Statement of Functional Expenses for the Year Ended June 30, 2015	7
Statement of Cash Flows for the Year Ended June 30, 2015	8
Notes to Financial Statements	9-15
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 <i>Government Auditing Standards</i>	16-17



Tel: 212-885-8000
Fax: 212-697-1299
www.bdo.com

100 Park Avenue
New York, NY 10017

Independent Auditor's Report

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

We have audited the accompanying financial statements of Hyde Leadership Charter School (the "School"), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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



Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Hyde Leadership Charter School as of June 30, 2015, 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, 2014, and our report dated October 29, 2014 expressed an unqualified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2015 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering School's internal control over financial reporting and compliance.

BDO USA, LLP

October 28, 2015

Hyde Leadership Charter School

Statement of Financial Position (with comparative totals for 2014)

<i>June 30,</i>	2015	2014
Assets		
Cash and cash equivalents (Note 2)	\$1,591,942	\$ 959,381
Investments, at fair value (Notes 2 and 4)	3,757,790	4,470,121
Grants, contracts and other receivables	633,387	717,162
Prepaid expenses and other assets (Note 7)	592,345	590,601
Property and equipment, net (Notes 2 and 3)	892,771	630,580
	\$7,468,235	\$7,367,845
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	\$ 842,339	\$ 931,956
Deferred rent payable (Note 10)	2,851,959	2,162,699
Total Liabilities	3,694,298	3,094,655
Commitments and Contingencies (Notes 7, 8 and 9)		
Net Assets (Note 2):		
Unrestricted	3,773,937	4,273,190
	\$7,468,235	\$7,367,845

See accompanying notes to financial statements.

Hyde Leadership Charter School

Statement of Activities (with comparative totals for 2014)

<i>Year ended June 30,</i>	2015	2014
	<i>(Unrestricted)</i>	
Operating Revenue (Notes 2 and 5):		
State and local per pupil operating revenue	\$15,514,931	\$14,654,379
Government grants	720,095	790,723
Total Operating Revenue	16,235,026	15,445,102
Operating Expenses:		
Program services	15,599,389	15,647,748
Supporting services:		
Management and general	1,421,431	1,202,311
Development	166,804	281,546
Total Operating Expenses	17,187,624	17,131,605
Net Loss From School Operations	(952,598)	(1,686,503)
Support and Other Revenue:		
Contributions	242,294	391,799
Other income	133,973	50,097
Interest income	63,297	19,239
In-kind revenue	13,781	-
Total Support and Other Revenue	453,345	461,135
Change in Net Assets	(499,253)	(1,225,368)
Net Assets, Beginning of Year	4,273,190	5,498,558
Net Assets, End of Year	\$ 3,773,937	\$ 4,273,190

See accompanying notes to financial statements.

Hyde Leadership Charter School

Statement of Functional Expenses (with comparative totals for 2014)

Year ended June 30,

	Supporting Services			Total Supporting Services	2015 Total	2014 Total
	Program Services	Management and General	Development			
Salaries	\$ 9,069,647	\$ 905,105	\$ 98,333	\$1,003,438	\$10,073,085	\$ 9,737,311
Payroll taxes and employee benefits	1,975,237	240,283	21,188	261,471	2,236,708	2,355,315
Instructional supplies and equipment	434,754	1,654	13,669	15,323	450,077	381,171
Professional fees and dues	97,588	64,037	450	64,487	162,075	136,897
Instructional support	292,204	3,997	1,324	5,321	297,525	439,411
Professional development	173,022	7,006	996	8,002	181,024	219,683
Childcare	8,228	-	-	-	8,228	53,526
Business insurance	110,678	4,660	1,165	5,825	116,503	69,961
Telephone	56,713	2,974	348	3,322	60,035	24,359
Repairs and maintenance	108,170	665	-	665	108,835	115,698
Food services	80,177	89	204	293	80,470	81,709
Management fee (Note 8)	142,500	6,000	1,500	7,500	150,000	150,000
Printing and postage	59,975	2,361	392	2,753	62,728	60,033
Bank and payroll charges	-	145,026	-	145,026	145,026	184,872
Retreats, conferences and transportation	177,777	75	212	287	178,064	153,090
Marketing and recruitment	84,336	-	-	-	84,336	99,446
Technology supplies and services - nonclassroom	153,373	11,533	1,252	12,785	166,158	235,522
Noncapitalized office furniture	1,504	-	-	-	1,504	-
Other administrative support	8,132	2,211	-	2,211	10,343	22,216
Office supplies	29,118	5,087	53	5,140	34,258	57,581
Rent	1,863,676	-	-	-	1,863,676	1,863,676
Other occupancy costs	312,819	-	-	-	312,819	307,267
Depreciation and amortization	345,341	18,668	9,332	28,000	373,341	335,879
Miscellaneous expenses	14,420	-	16,386	16,386	30,806	46,982
Total Expenses	\$15,599,389	\$1,421,431	\$166,804	\$1,588,235	\$17,187,624	\$17,131,605

See accompanying notes to financial statements.

Hyde Leadership Charter School

Statement of Cash Flows (with comparative totals for 2014)

<i>Year ended June 30,</i>	2015	2014
Cash Flows From Operating Activities:		
Change in net assets	\$ (499,253)	\$(1,225,368)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	373,341	335,879
Changes in operating assets and liabilities:		
Decrease in grants, contracts and other receivables	83,775	22,104
(Increase) decrease in prepaid expenses and other assets	(1,744)	1,916
(Decrease) increase in accounts payable and accrued expenses	(89,618)	148,712
Decrease in refundable advances	-	(115)
Increase in deferred rent payable	689,260	723,466
Net Cash Provided By Operating Activities	555,761	6,594
Cash Flows From Investing Activities:		
Purchase of property and equipment	(635,532)	(270,696)
Purchase of investments	(2,033,781)	(5,492,998)
Sale of investments	2,746,113	4,625,000
Net Cash Provided By (Used In) Investing Activities	76,800	(1,138,694)
Net Increase (Decrease) in Cash and Cash Equivalents	632,561	(1,132,100)
Cash and Cash Equivalents, Beginning of Year	959,381	2,091,481
Cash and Cash Equivalents, End of Year	\$ 1,591,942	\$ 959,381

See accompanying notes to financial statements.

Hyde Leadership Charter School

Notes to Financial Statements

1. Description of School

Hyde Leadership Charter School (the "School") is an educational corporation that commenced operations as a charter school in the borough of the Bronx, New York City in July 2006. On January 10, 2006, the Board of Regents of the University of the State of New York granted the School a provisional charter valid for a term of five years and renewable upon expiration. The School's initial charter was renewed upon expiration in January 2010 and a second renewed charter was granted on January 6, 2015 and expires on June 30, 2018 and is subject to renewal. The School operates classes for students in kindergarten through grade 12.

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

2. Summary of Significant Accounting Policies

(a) *Basis of Presentation*

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

(b) *Financial Statement Presentation*

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

These classes are defined as follows:

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

(c) *Cash and Cash Equivalents*

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

Hyde Leadership Charter School

Notes to Financial Statements

(d) Property and Equipment

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

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

(e) Fair Value Measurements

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

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

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

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

All of the School’s investment assets at June 30, 2015 are in certificates of deposit and are classified as Level 1.

Hyde Leadership Charter School

Notes to Financial Statements

Investments are stated at their fair values in the statement of financial position. Net realized gains and losses and net change in unrealized gains and losses for the period are shown in the statement of activities. The School's investment portfolio is comprised of investments in certificates of deposit. At June 30, 2015, cost approximates fair value.

(f) Revenue Recognition

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

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

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

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

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

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

(g) Expenses

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

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

Hyde Leadership Charter School

Notes to Financial Statements

(h) Income Taxes

The School is incorporated under a charter granted by the Board of Regents on behalf of the New York State Education Department and is exempt from Federal, state and local income taxes under Section 501(c)(3) of the Internal Revenue Code (the "IRC") and, therefore, has made no provision for income taxes in the accompanying financial statements. In addition, the School has been determined by the Internal Revenue Service not to be a "private foundation" within the meaning of Section 509(a) of the IRC. There was no unrelated business income for the year ended June 30, 2015.

Under ASC 740, "Income Taxes", an organization must recognize the tax benefit associated with tax positions taken for tax return purposes when it is more likely than not that the position will not be sustained upon examination by a taxing authority. The School does not believe it has taken any material uncertain tax positions and, accordingly, it has not recorded any liability for unrecognized tax benefits. The School has filed for and received income tax exemptions in the jurisdictions where it is required to do so. Additionally, the School has filed Internal Revenue Service ("IRS") Form 990 information returns, as required, and all other applicable returns in jurisdictions where so required. For the year ended June 30, 2015, there was no interest or penalties recorded or included in the statement of activities. The School is subject to routine audits by a taxing authority. As of June 30, 2015, the School was not subject to any examination by a taxing authority. Management believes it is no longer subject to income tax examination for the years prior to June 30, 2012.

(i) Use of Estimates

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

(j) Concentration of Credit Risk

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

(k) Comparative Financial Information

The financial statements include certain prior year summarized comparative information. With respect to the statement of functional expenses, the prior year expenses are presented by expense classification in total rather than functional category. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2014, from which the summarized information was derived.

Hyde Leadership Charter School

Notes to Financial Statements

3. Property and Equipment, Net

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

June 30, 2015

Furniture and equipment	\$ 392,928
Computers and software	929,297
Office equipment	393,499
Leasehold improvements	204,657
Instructional assets	185,700
	2,106,081
Less: Accumulated depreciation and amortization	(1,213,310)
	\$ 892,771

For the year ended June 30, 2015, depreciation expense was \$373,341.

4. Investments at Fair Value

The following table shows, by level within the fair value hierarchy, the School's financial assets and liabilities that are accounted for at fair value on a recurring basis as of June 30, 2015. The financial assets and liabilities are classified in their entirety based on the lowest level of input that is significant to the fair value measurement. The School's assessment of the significance of a particular input to the fair value measurement requires judgment and may affect the asset or liability's placement within the fair value hierarchy levels.

June 30, 2015

	Fair Value Measurement at Report Date Using			Balance as of June 30, 2015
	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Other Unobservable Inputs (Level 3)	
Certificates of deposit	\$3,757,790	\$-	\$-	\$3,757,790

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

5. Revenue Concentrations

During the year ended June 30, 2015, the School earned 92% of its revenue from the New York City Department of Education ("NYCDOE").

Hyde Leadership Charter School

Notes to Financial Statements

6. Agreement for School Facility

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

7. Commitments

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

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

<i>Year ending June 30,</i>	
2016	\$ 1,209,649
2017	1,245,938
2018	1,283,316
2019	1,321,816
2020	1,361,470
Thereafter	54,444,194
	<hr/>
	\$60,866,383

The rent expense for the year ended June 30, 2015 was \$1,863,676, of which \$1,174,416 was paid to the lessor under the lease agreement, and \$689,260 was a noncash expense, attributable to an increase in deferred rent payable.

8. Licensing and Services Agreement

The Hyde Foundation, a not-for-profit organization dedicated to helping start and 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 July 1, 2013, the School pays the Hyde Foundation an annual fee of \$150,000 for use of licensed educational models, program materials, training of new faculty and accreditation services. Upon expiration, there are automatic successive one-year renewal terms unless terminated by the School and/or the Hyde Foundation by a written 90-day notice.

Hyde Leadership Charter School

Notes to Financial Statements

9. Employee Benefit Plan

The School maintains a deferred compensation plan qualified under Section 403(b) of the IRC. The School matches 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 \$335,850 for the year ended June 30, 2015.

10. Deferred Rent Payable

The School has an operating lease which contains predetermined increases in the rentals payable during the term of such lease. For this lease, the aggregate rental expense is recognized on a straight-line basis over the lease term. The difference between the expenses charged to operations in any year and the amount payable under the lease during the year is recorded as deferred rent payable on the School's statement of financial position, which will reverse over the lease term. Deferred rent payable amounted to \$2,851,959 as of June 30, 2015.

11. Subsequent Events

The School's management has performed subsequent event procedures through October 28, 2015, 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.



Tel: 212-885-8000
Fax: 212-697-1299
www.bdo.com

100 Park Avenue
New York, NY 10017

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, 2015, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 28, 2015.

Internal Control Over Financial Reporting

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

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

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



Compliance and Other Matters

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

Purpose of This Report

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

BDO USA, LLP

October 28, 2015

Hyde Leadership Charter School

Management Letter
Year Ended June 30, 2015

Hyde Leadership Charter School

Management Letter
Year Ended June 30, 2015



Tel: +212 885-8000
Fax: +212 697-1299
www.bdo.com

100 Park Avenue
New York, NY 10017

October 26, 2015

Board of Trustees
Hyde Leadership Charter School
Bronx, New York

During the course of our audit of Hyde Leadership Charter School's (the "School") financial statements for the year ended June 30, 2015, we observed the School's significant accounting policies and procedures and certain business, financial, and administrative practices.

In planning and performing our audit of the financial statements of the School as of and for the year ended June 30, 2015, 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, we considered the School's internal control over financial reporting (internal control) as a basis for designing our auditing procedures 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 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. 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 School's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the second paragraph of this letter and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above. As a result of our observations, we have also enclosed our business recommendations for improving the School's internal control.

This communication is intended solely for the information and use of the School's management, Board of Trustees and others within the organization, and is not intended to be and should not be used by anyone other than these specified parties.

The School's responses to the business recommendations have not been subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on them.

We appreciate the outstanding cooperation from your staff that our personnel received during the audit of the School's financial statements.

Very truly yours,

BDO USA, LLP

BDO USA, LLP

BDO USA, LLP, a Delaware limited liability partnership, is the U.S. member of BDO International Limited, a UK company limited by guarantee, and forms part of the international BDO network of independent member firms.

BDO is the brand name for the BDO network and for each of the BDO Member Firms.

Hyde Leadership Charter School

Management Letter Year Ended June 30, 2015

Current Year IT Related Business Recommendations:

I. Terminal Controls

Observation:

Terminal controls (i.e. automatic timeout facilities or screen saver software, unsuccessful login attempts, account lockout, multiple sign-on sessions, etc.) need to be implemented to enhance security on the system.

Recommendation:

We strongly recommend to strengthen controls over network access, unsuccessful login attempts (recommend 3 - 6) should result in the account being locked out until reset by the administrator or reset after a reasonable duration (recommend 45 - 90 minutes) that may act as a deterrent from an unauthorized user attempting to gain access to the system. Logins from multiple workstations should not be permitted and should be restricted (1 concurrent logon connection is recommended for most users).

Management's Response:

Management agrees that multiple unsuccessful log in attempts should result in temporary lock out of network access and will move to implement such controls. We do not see network security as compromised by allowing simultaneous log ins. It is common for a classroom teacher to use one device to broadcast instructional material while simultaneously performing other tasks on a second device. We believe this is good time management and absent any clear data integrity problems wish such an approach, plan to allow it to continue.

Status of Prior Year Control Deficiencies:

Control Deficiency:

I. Credit Cards

Observation:

During our audit procedures, it was determined that the credit cards are used for a variety of purchases, including for charges other than travel expenses. The credit card usage as compared to the prior year increased by 20%, or approximately \$56,508. Also, it was noted that the support for credit card charges is not consistently attached to the payment vouchers of credit card statements: 10 out of 251 charges sampled were not supported by receipts. This practice could result in the payment of unsupported credit card charges and thereby unauthorized expenses.

Recommendation:

We strongly recommend that credit card usage be kept to a minimum in order to strengthen the internal controls over disbursements and help prevent misappropriation of assets. We also recommend implementing the procedures related to credit card charges requiring supporting documentation for all charges or written documentation stating the business purpose of charges if it is not practical to obtain a receipt.

Hyde Leadership Charter School

Management Letter Year Ended June 30, 2015

Management's Response:

Based on the 2013 audit, the School changed its payment policies with Amazon, a leading supplier, and in April 2014 secured a credit line with Amazon to eliminate some of the missing backup issues. As a result, and through more diligent enforcement of internal approval procedures, the School had just 4% of tested charges lacking receipts compared to 11% last year. In addition, the 10 transactions in fiscal year 2014 cited above totaled \$845, an amount not material to the organization's financial position.

Management recognizes the need for adequate support for all vendor payments and will work diligently with the users of the three authorized credit cards to minimize unsupported transactions. Hyde's credit card policy will be modified to require an approved requisition form for each credit card purchase to minimize the risk of misappropriation of funds.

Management believes credit card usage is an effective purchasing tool and does not believe a limit on credit card use is in the best interests of the organization.

Status:

This recommendation was fully implemented during 2015. No exceptions were encountered during the 2015 audit.

Status of Prior Year Business Recommendations:

I. IT Security/Computer Operations

(a) Logistical Access to Programs and Data

Observation:

Security controls are not implemented at the School.

Recommendation:

The School should implement the controls to enhance security on the system. All users should be automatically logged out overnight (time of day restrictions) or after 15-20 minutes of inactivity. Screen saver software with passwords might also be used. To strengthen controls over network access, unsuccessful login attempts (3-6 is recommended) should result in the account being locked out until reset by the administrator or reset after a reasonable duration (45-90 minutes is recommended) that may act as a deterrent from an unauthorized user attempting to gain access to the system. Logins from multiple workstations should not be permitted and should be restricted (1 concurrent logon connection is recommended for most users).

Management's Response:

In order to maintain security for the School's financial system, the five users who have password-protected access to that system should have the lockout and inactivity safeguards reported above. Those safeguards will be implemented immediately.

Management believes access by other users to sensitive School financial and student data is prevented through user access rights and does not pose a material risk. We will reevaluate that conclusion and seek best practices from other charter schools regarding network security.

Hyde Leadership Charter School

Management Letter Year Ended June 30, 2015

Status:

The same observation and recommendation was made during the 2015 audit.

(b) Computer Operations

Observation:

We noted that the backup tapes are not stored in a locked fireproof cabinet and, as a result, the organization is exposed to a disruption of processing and loss of data should a disaster result in damage or destruction to these backup files.

Recommendation:

Backup tape files for the network computer system stored off-site in the high school should be stored in a locked fireproof safe or media cabinet. As a result, the organization is exposed to a disruption of processing and loss of data should a disaster result in damage or destruction to these backup files.

Management's Response:

The School has ordered a fireproof safe for backup tapes.

Status:

This recommendation was fully implemented during 2015. No exceptions were encountered during the 2015 audit.

(c) Disaster Recovery Plan

Observation:

We noted that the School does not have a written recovery plan.

Recommendation:

As a best practice, a formal written disaster recovery plan needs to be developed for the organization in the event of a disruption of normal operations affecting their computer system. An extended breakdown of the present computer system could affect normal day-to-day operations because processing is performed centrally. The disaster recovery plan should include, at a minimum, hardware and software arrangements, system and user documentation, vendor contacts, and key personnel to be notified. The plan, once developed, should be periodically tested (at least annually), to ensure that every step and procedure function as designed and recovery can be accomplished within a preset time frame. Disaster recovery services (i.e., Agility, Recovery Point, SunGard, IBM, etc.) are available to assist in providing a recovery solution in the event of an extended outage of the present computer environment.

Management's Response:

Provided adequate resources are available, the School will prepare a disaster recovery plan during the current school year.

Status:

The same observation and recommendation was made during the 2015 audit.

Hyde Leadership Charter School

Management Letter Year Ended June 30, 2015

II. Vacation Balances

Observation:

During our audit, we noted that the School's payroll system is not able to maintain vacation balances, and the vacation days taken during the year were not maintained by the School, which might lead to disputes with employees.

Recommendation:

As a best practice, we recommend that the School maintains a record of vacation days taken during the year, as this will prevent discrepancies and also serve as a system to verify accuracy of vacation accrual balances.

Management's Response:

Due to inexperience with the new payroll system, staff did not realize a vacation balances report could not be run subsequent to year-end. This will not be an issue going forward as staff now knows the process. Separately, staff has always maintained a spreadsheet tracking of vacation days used so discrepancies and potential disputes with employees are minimized.

Status:

This recommendation was fully implemented during 2015. No exceptions were encountered during the 2015 audit.

Hyde Leadership Charter School

**Audit of Financial Statements and
Supplemental Schedule of Expenditures
of Federal Awards**

Year Ended June 30, 2015

Hyde Leadership Charter School

**Audit of Financial Statements and
Supplemental Schedule of Expenditures
of Federal Awards
Year Ended June 30, 2015**

Hyde Leadership Charter School

Contents

Independent Auditor's Report	3-4
Financial Statements:	
Statement of Financial Position as of June 30, 2015	5
Statement of Activities for the Year Ended June 30, 2015	6
Statement of Functional Expenses for the Year Ended June 30, 2015	7
Statement of Cash Flows for the Year Ended June 30, 2015	8
Notes to Financial Statements	9-15
Schedule of Expenditures of Federal Awards as of June 30, 2015	16
Notes to Schedule of Expenditures of Federal Awards	17
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 <i>Government Auditing Standards</i>	18-19
Independent Auditor's Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by OMB Circular A-133	20-21
Schedule of Findings and Questioned Costs as of June 30, 2015	22



Tel: 212-885-8000
Fax: 212-697-1299
www.bdo.com

100 Park Avenue
New York, NY 10017

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, 2015, 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 the Hyde Leadership Charter School as of June 30, 2015, 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 Hyde Leadership Charter School's June 30, 2014 financial statements, and our report dated October 29, 2014, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014, 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 Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2015 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

BDO USA, LLP

October 28, 2015

Hyde Leadership Charter School

Statement of Financial Position (with comparative totals for 2014)

<i>June 30,</i>	2015	2014
Assets		
Cash and cash equivalents (Note 2)	\$1,591,942	\$ 959,381
Investments, at fair value (Notes 2 and 4)	3,757,790	4,470,121
Grants, contracts and other receivables	633,387	717,162
Prepaid expenses and other assets (Note 7)	592,345	590,601
Property and equipment, net (Notes 2 and 3)	892,771	630,580
	\$7,468,235	\$7,367,845
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	\$ 842,339	\$ 931,956
Deferred rent payable (Note 10)	2,851,959	2,162,699
Total Liabilities	3,694,298	3,094,655
Commitments and Contingencies (Notes 7, 8 and 9)		
Net Assets (Note 2):		
Unrestricted	3,773,937	4,273,190
	\$7,468,235	\$7,367,845

See accompanying notes to financial statements.

Hyde Leadership Charter School

Statement of Activities (with comparative totals for 2014)

<i>Year ended June 30,</i>	2015	2014
	(Unrestricted)	
Operating Revenue (Notes 2 and 5):		
State and local per pupil operating revenue	\$15,514,931	\$14,654,379
Government grants	720,095	790,723
Total Operating Revenue	16,235,026	15,445,102
Operating Expenses:		
Program services	15,599,389	15,647,748
Supporting services:		
Management and general	1,421,431	1,202,311
Development	166,804	281,546
Total Operating Expenses	17,187,624	17,131,605
Net Loss From School Operations	(952,598)	(1,686,503)
Support and Other Revenue:		
Contributions	242,294	391,799
Other income	133,973	50,097
Interest income	63,297	19,239
In-kind revenue	13,781	-
Total Support and Other Revenue	453,345	461,135
Change in Net Assets	(499,253)	(1,225,368)
Net Assets, Beginning of Year	4,273,190	5,498,558
Net Assets, End of Year	\$ 3,773,937	\$ 4,273,190

See accompanying notes to financial statements.

Hyde Leadership Charter School

Statement of Functional Expenses (with comparative totals for 2014)

Year ended June 30,

	Program Services	Supporting Services		Total Supporting Services	2015 Total	2014 Total
		Management and General	Development			
Salaries	\$ 9,069,647	\$ 905,105	\$ 98,333	\$1,003,438	\$10,073,085	\$ 9,737,311
Payroll taxes and employee benefits	1,975,237	240,283	21,188	261,471	2,236,708	2,355,315
Instructional supplies and equipment	434,754	1,654	13,669	15,323	450,077	381,171
Professional fees and dues	97,588	64,037	450	64,487	162,075	136,897
Instructional support	292,204	3,997	1,324	5,321	297,525	439,411
Professional development	173,022	7,006	996	8,002	181,024	219,683
Childcare	8,228	-	-	-	8,228	53,526
Business insurance	110,678	4,660	1,165	5,825	116,503	69,961
Telephone	56,713	2,974	348	3,322	60,035	24,359
Repairs and maintenance	108,170	665	-	665	108,835	115,698
Food services	80,177	89	204	293	80,470	81,709
Management fee (Note 8)	142,500	6,000	1,500	7,500	150,000	150,000
Printing and postage	59,975	2,361	392	2,753	62,728	60,033
Bank and payroll charges	-	145,026	-	145,026	145,026	184,872
Retreats, conferences and transportation	177,777	75	212	287	178,064	153,090
Marketing and recruitment	84,336	-	-	-	84,336	99,446
Technology supplies and services - nonclassroom	153,373	11,533	1,252	12,785	166,158	235,522
Noncapitalized office furniture	1,504	-	-	-	1,504	-
Other administrative support	8,132	2,211	-	2,211	10,343	22,216
Office supplies	29,118	5,087	53	5,140	34,258	57,581
Rent	1,863,676	-	-	-	1,863,676	1,863,676
Other occupancy costs	312,819	-	-	-	312,819	307,267
Depreciation and amortization	345,341	18,668	9,332	28,000	373,341	335,879
Miscellaneous expenses	14,420	-	16,386	16,386	30,806	46,982
Total Expenses	\$15,599,389	\$1,421,431	\$166,804	\$1,588,235	\$17,187,624	\$17,131,605

See accompanying notes to financial statements.

Hyde Leadership Charter School

Statement of Cash Flows (with comparative totals for 2014)

<i>Year ended June 30,</i>	2015	2014
Cash Flows From Operating Activities:		
Change in net assets	\$ (499,253)	\$(1,225,368)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	373,341	335,879
Changes in operating assets and liabilities:		
Decrease in grants, contracts and other receivables	83,775	22,104
(Increase) decrease in prepaid expenses and other assets	(1,744)	1,916
(Decrease) increase in accounts payable and accrued expenses	(89,618)	148,712
Decrease in refundable advances	-	(115)
Increase in deferred rent payable	689,260	723,466
Net Cash Provided By Operating Activities	555,761	6,594
Cash Flows From Investing Activities:		
Purchase of property and equipment	(635,532)	(270,696)
Purchase of investments	(2,033,781)	(5,492,998)
Sale of investments	2,746,113	4,625,000
Net Cash Provided By (Used In) Investing Activities	76,800	(1,138,694)
Net Increase (Decrease) in Cash and Cash Equivalents	632,561	(1,132,100)
Cash and Cash Equivalents, Beginning of Year	959,381	2,091,481
Cash and Cash Equivalents, End of Year	\$ 1,591,942	\$ 959,381

See accompanying notes to financial statements.

Hyde Leadership Charter School

Statement of Cash Flows (with comparative totals for 2014)

1. Description of School

Hyde Leadership Charter School (the "School") is an educational corporation that commenced operations as a charter school in the borough of the Bronx, New York City in July 2006. On January 10, 2006, the Board of Regents of the University of the State of New York granted the School a provisional charter valid for a term of five years and renewable upon expiration. The School's initial charter was renewed upon expiration in January 2010 and a second renewed charter was granted on January 6, 2015 and expires on June 30, 2018 and is subject to renewal. The School operates classes for students in kindergarten through grade 12.

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

2. Summary of Significant Accounting Policies

(a) *Basis of Presentation*

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

(b) *Financial Statement Presentation*

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

These classes are defined as follows:

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

(c) *Cash and Cash Equivalents*

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

Hyde Leadership Charter School

Statement of Cash Flows (with comparative totals for 2014)

(d) Property and Equipment

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

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

(e) Fair Value Measurements

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

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

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

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

All of the School’s investment assets at June 30, 2015 are in certificates of deposit and are classified as Level 1.

Hyde Leadership Charter School

Statement of Cash Flows (with comparative totals for 2014)

Investments are stated at their fair values in the statement of financial position. Net realized gains and losses and net change in unrealized gains and losses for the period are shown in the statement of activities. The School's investment portfolio is comprised of investments in certificates of deposit. At June 30, 2015, cost approximates fair value.

(f) Revenue Recognition

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

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

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

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

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

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

(g) Expenses

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

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

Hyde Leadership Charter School

Statement of Cash Flows (with comparative totals for 2014)

(h) Income Taxes

The School is incorporated under a charter granted by the Board of Regents on behalf of the New York State Education Department and is exempt from Federal, state and local income taxes under Section 501(c)(3) of the Internal Revenue Code (the "IRC") and, therefore, has made no provision for income taxes in the accompanying financial statements. In addition, the School has been determined by the Internal Revenue Service not to be a "private foundation" within the meaning of Section 509(a) of the IRC. There was no unrelated business income for the year ended June 30, 2015.

Under ASC 740, "Income Taxes", an organization must recognize the tax benefit associated with tax positions taken for tax return purposes when it is more likely than not that the position will not be sustained upon examination by a taxing authority. The School does not believe it has taken any material uncertain tax positions and, accordingly, it has not recorded any liability for unrecognized tax benefits. The School has filed for and received income tax exemptions in the jurisdictions where it is required to do so. Additionally, the School has filed Internal Revenue Service ("IRS") Form 990 information returns, as required, and all other applicable returns in jurisdictions where so required. For the year ended June 30, 2015, there was no interest or penalties recorded or included in the statement of activities. The School is subject to routine audits by a taxing authority. As of June 30, 2015, the School was not subject to any examination by a taxing authority. Management believes it is no longer subject to income tax examination for the years prior to June 30, 2012.

(i) Use of Estimates

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

(j) Concentration of Credit Risk

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

(k) Comparative Financial Information

The financial statements include certain prior year summarized comparative information. With respect to the statement of functional expenses, the prior year expenses are presented by expense classification in total rather than functional category. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2014, from which the summarized information was derived.

Hyde Leadership Charter School

Statement of Cash Flows (with comparative totals for 2014)

3. Property and Equipment, Net

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

June 30, 2015

Furniture and equipment	\$ 392,928
Computers and software	929,297
Office equipment	393,499
Leasehold improvements	204,657
Instructional assets	185,700
	2,106,081
Less: Accumulated depreciation and amortization	(1,213,310)
	\$ 892,771

For the year ended June 30, 2015, depreciation expense was \$373,341.

4. Investments at Fair Value

The following table shows, by level within the fair value hierarchy, the School's financial assets and liabilities that are accounted for at fair value on a recurring basis as of June 30, 2015. The financial assets and liabilities are classified in their entirety based on the lowest level of input that is significant to the fair value measurement. The School's assessment of the significance of a particular input to the fair value measurement requires judgment and may affect the asset or liability's placement within the fair value hierarchy levels.

June 30, 2015

	Fair Value Measurement at Report Date Using			Balance as of June 30, 2015
	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Other Unobservable Inputs (Level 3)	
Certificates of deposit	\$3,757,790	\$-	\$-	\$3,757,790

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

5. Revenue Concentrations

During the year ended June 30, 2015, the School earned 92% of its revenue from the New York City Department of Education ("NYCDOE").

Hyde Leadership Charter School

Statement of Cash Flows (with comparative totals for 2014)

6. Agreement for School Facility

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

7. Commitments

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

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

<i>Year ending June 30,</i>	
2016	\$ 1,209,649
2017	1,245,938
2018	1,283,316
2019	1,321,816
2020	1,361,470
Thereafter	54,444,194
	<hr/>
	\$60,866,383

The rent expense for the year ended June 30, 2015 was \$1,863,676, of which \$1,174,416 was paid to the lessor under the lease agreement, and \$689,260 was a noncash expense, attributable to an increase in deferred rent payable.

8. Licensing and Services Agreement

The Hyde Foundation, a not-for-profit organization dedicated to helping start and 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 July 1, 2013, the School pays the Hyde Foundation an annual fee of \$150,000 for use of licensed educational models, program materials, training of new faculty and accreditation services. Upon expiration, there are automatic successive one-year renewal terms unless terminated by the School and/or the Hyde Foundation by a written 90-day notice.

Hyde Leadership Charter School

Statement of Cash Flows (with comparative totals for 2014)

9. 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 \$335,850 for the year ended June 30, 2015.

10. Deferred Rent Payable

The School has an operating lease which contains predetermined increases in the rentals payable during the term of such lease. For this lease, the aggregate rental expense is recognized on a straight-line basis over the lease term. The difference between the expenses charged to operations in any year and the amount payable under the lease during the year is recorded as deferred rent payable on the School's statement of financial position, which will reverse over the lease term. Deferred rent payable amounted to \$2,851,959 as of June 30, 2015.

11. Subsequent Events

The School's management has performed subsequent event procedures through October 28, 2015, 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, 2015

Federal Grantor/Pass-Through Grantor/Program Title	Catalog Federal Domestic Assistance Number	Pass-through #	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)	84.010A	None	\$613,981
Improving Teacher Quality State Grants	84.367A	None	17,554
Total Expenditures of Federal Awards			\$631,535

See accompanying notes to schedule of expenditures of Federal awards.

Hyde Leadership Charter School

Notes to Schedule of Expenditures of Federal Awards

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of the School under programs of the federal government for the year ended June 30, 2015. The information in this Schedule is presented in accordance with the requirements of the Office of Management and Budget ("OMB") Circular A-133, *Audits of States, Local Governments, and Non-profit Organizations*. Therefore, some amounts presented in the Schedule may differ from amounts presented in the financial statements. Because this 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 its 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 OMB Circular A-122, *Cost Principles for Non-Profit Organizations*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass-through entity identifying numbers or contract numbers are presented where available.



Tel: 212-885-8000
Fax: 212-697-1299
www.bdo.com

100 Park Avenue
New York, NY 10017

**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, 2015, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 28, 2015.

Internal Control Over Financial Reporting

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

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

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

BDO USA, LLP, a Delaware limited liability partnership, is the U.S. member of BDO International Limited, a UK company limited by guarantee, and forms part of the international BDO network of independent member firms.

BDO is the brand name for the BDO network and for each of the BDO Member Firms.



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 28, 2015



Independent Auditor's Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by OMB Circular A-133

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 Circular A-133 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, 2015. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants 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 OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 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, 2015.



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 OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

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

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 OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

BDO USA, LLP

October 28, 2015

Hyde Leadership Charter School

Schedule of Findings and Questioned Costs

June 30, 2015

Section 1. Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:

Unmodified

Internal control over financial reporting:

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

Federal Awards Section

Internal control over major programs:

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

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

Unmodified

Any audit findings disclosed that are required to be reported in accordance with OMB Circular A-133, section .510(a)?

Yes No

Identification of major programs:

CFDA Number	Name of Federal Program
84.010A	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:	\$300,000
Auditee qualified as low-risk auditee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Section 2. Financial Statement Findings

There were no findings related to the financial statements which 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 section .510(a) of the Circular A-133) that are required to be reported.

New York State Education Depa

Request for Proposals to Establish Charter Schools Aut Board of Regents

2015-16 Budget & Cash Flow Templat

General Instructions and Notes for New Application Budgets and Cas

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through that particular item
4	Funding by School District information for all NYS School district is located o at https://stateaid.nysed.gov/charter/ . Refer to this website for per-pupil tuitio districts. Rows may be inserted in the worksheet to accomodate additional di
5	The Assumptions column should be completed for all revenue and expense i self-explanatory. Where applicable, please reference the page number or se narrative that indicates the assumption being made. For instance, student er reference the applicable page number in Section I, C of the application narra

ment

thorized by the

e

h Flows Templates

n G contain guidance on
n the State Aid website n funding for all school istricts if necessary.
items unless the item is ction in the application rollment would itive.

HYDE LEADERSHIP CHARTER SCHOOL

PROJECTED BUDGET FOR 2015-2016

July 1, 2015 to June 30, 2016

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	14,136,533	2,168,116	-	464,559	176,789	16,945,996
Total Expenses	13,603,676	2,211,444	-	367,555	1,659,016	17,841,691
Net Income	532,857	(43,328)	-	97,003	(1,482,228)	(895,695)
Actual Student Enrollment	968	-				-
Total Paid Student Enrollment	940	-				940

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
NET INCOME	532,857	(43,328)	-	97,003	(1,482,228)	(895,695)

HYDE LEADERSHIP CHARTER SCHOOL

PROJECTED BUDGET FOR 2015-2016

July 1, 2015 to June 30, 2016

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	14,136,533	2,168,116	-	464,559	176,789	16,945,996
Total Expenses	13,603,676	2,211,444	-	367,555	1,659,016	17,841,691
Net Income	532,857	(43,328)	-	97,003	(1,482,228)	(895,695)
Actual Student Enrollment	968	-				-
Total Paid Student Enrollment	940	-				940

PROGRAM SERVICES

SUPPORT SERVICES

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

ENROLLMENT - *School Districts Are Linked To Above Entries*

District of Location
 School District 2 (Enter Name)
 School District 3 (Enter Name)
 School District 4 (Enter Name)
 School District 5 (Enter Name)

REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
968		968
		-
		-
		-
		-
TOTAL ENROLLMENT		968
REVENUE PER PUPIL	14,604	-
EXPENSES PER PUPIL	14,053	-



Audited Financial Statement Checklist

Created: 10/29/2015

Last updated: 10/30/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

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

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	No
CSP Agreed Upon Procedures Report	No
Management Letter	No

Thank you.



Appendix E: Disclosure of Financial Interest Form

Last updated: 10/01/2015

Page 1

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). [The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.](#)

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

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

Yes

Thank you.



Appendix F: BOT Membership Table

Created: 07/27/2015

Last updated: 07/29/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Herbert B. Fixler		Chair/Board President	Yes	Legal	5 2-year terms. exp 6/30/17
2	Wilder Baker		Trustee/Member	Yes	Public Relations	2 3-year terms. expires 10/31/15
3	David Steady		Trustee/Member	Yes	fundraising	2 3-year terms. expires 10/31/15
4	Deborah Dumont		Trustee/Member	Yes	education	2 3-year terms. expires 9/30/15
5	Jeanette Melendez		Parent Representative	Yes	families	1 3-year term. expires 10/30/15
6	Dennis Mehiel		Treasurer	Yes	finance	1 3-year term. expires 11/30/15
7	Herbert Kaplan		Secretary	Yes	Public Relations	3 3-year terms. expires 11/30/15
8	Vincent Hanley		Trustee/Member	Yes	Real Estate	1 3-year term. expires 12/31/17
9	Robert Kramer		Trustee/Member	Yes	finance	1 3-year term. expires 9-30-17
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						

20						
----	--	--	--	--	--	--

2. Total Number of Members Joining Board during the 2014-15 school year

2

3. Total Number of Members Departing the Board during the 2014-15 school year

1

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

15

5. How many times did the Board meet during the 2014-15 school year?

11

6. How many times will the Board meet during the 2015-16 school year?

12

Thank you.

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

2014-15	SPED	ELL	FRL
Hyde	16.5%	7.6%	91.5%
District 8*	21.4%	11.9%	88.9%
Citywide*	18.2%	13.1%	78.0%

2013-14	SPED	ELL	FRL
Hyde	15.0%	9.0%	93.6%

Our enrollment numbers for students with disabilities increased this year compared to last year. SPED enrollment is up 1.5 percentage points. ELL enrollment is down by almost 1.4%. Less than 7% of students with disabilities left during the school year and only 2.7% of English Language Learners withdrew from Hyde.

Our percentage for students eligible for Free and Reduced Lunch was 91.5% well above district and city percentages.

For the 2015-2016 school year we received 2,292 applications with about 100 seats available. Our recruitment efforts included the following:

- Recruitment documents noted services offered for English Language Learners and Students with Disabilities
- Translation of recruitment materials into Spanish
- We hosted 5 information sessions and provided Spanish interpretation in every information session
- Attended the Bronx Charter School Fair sponsored by the NYC Charter School Center
- We participated in the Common Charter Application to reach out to more applicants
- We participated in Open-House sessions at local day care facilities to recruit incoming K students
- We distributed our recruitment flyer to day cares, private and public schools in district 8 and out of district in the Bronx.

*Source: <http://schools.nyc.gov/Accountability/data/default.htm>



Appendix I: Teacher and Administrator Attrition

Created: 07/22/2015

Last updated: 07/28/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	92	43	35

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	56	10	12

Thank you



Appendix J: Uncertified Teachers

Last updated: 07/29/2015

"thirty per centum or 5 teachers, whichever is less"

To comply with NYS Education Law Section 2854(3)(a-1), please report the (FTE) count of uncertified and certified teaching staff as of the last day of school for the 2014-15 school year.

Page 1

Charter School Name:

Note Definition of FTE:

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

How many UNCERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2014-15?

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

	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	9
(ii) individuals who are tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	3
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	1
FTE count of uncertified teachers who do not fit into any of the four statutory categories	1
Total	14.0

How many CERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2014-15?

78

Thank you.

**Executive
Director**

C.O.O.

Manager of
Development

High School
Director

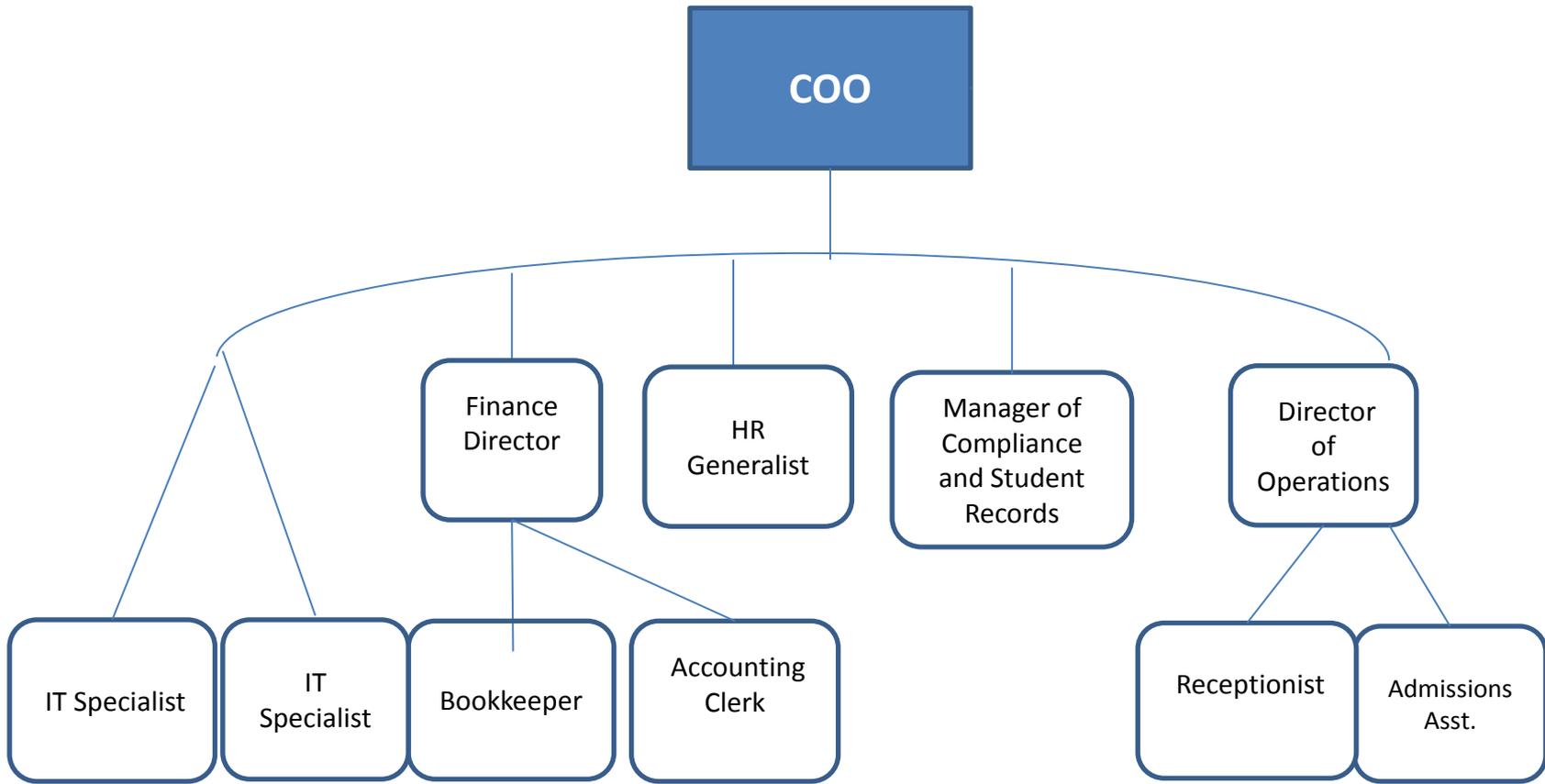
Middle
School
Director

Elementary
School
Director

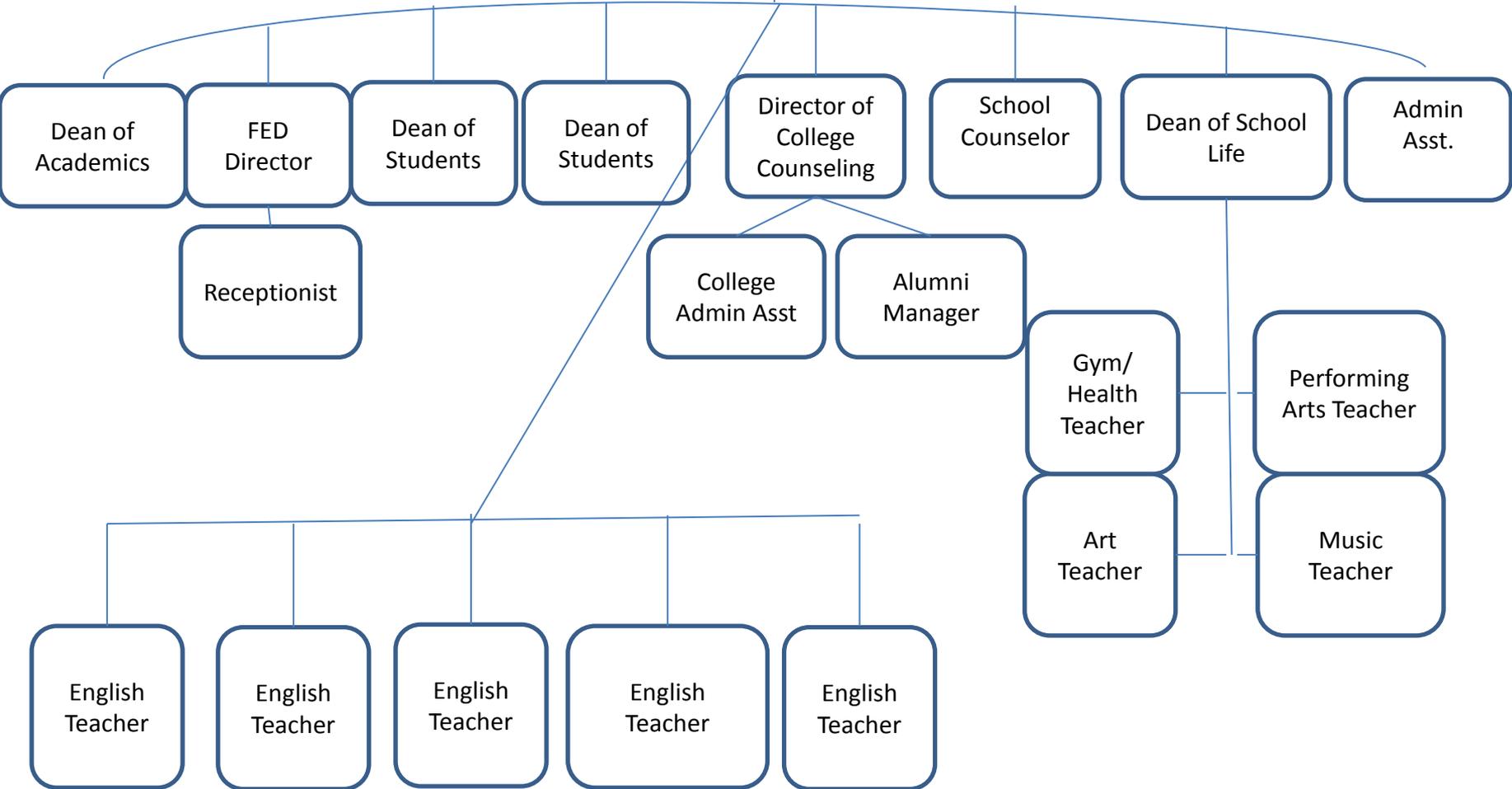
Director of
Recruiting

Director of
Family Life

SPED
Director



HS Director
C. Sosa



HS Director

Dean of Academics

Science Teacher

Science Teacher

Science Teacher

ELL Coordinator

History Dept Head

Math Dept Head

Spanish Teacher

Spanish Teacher

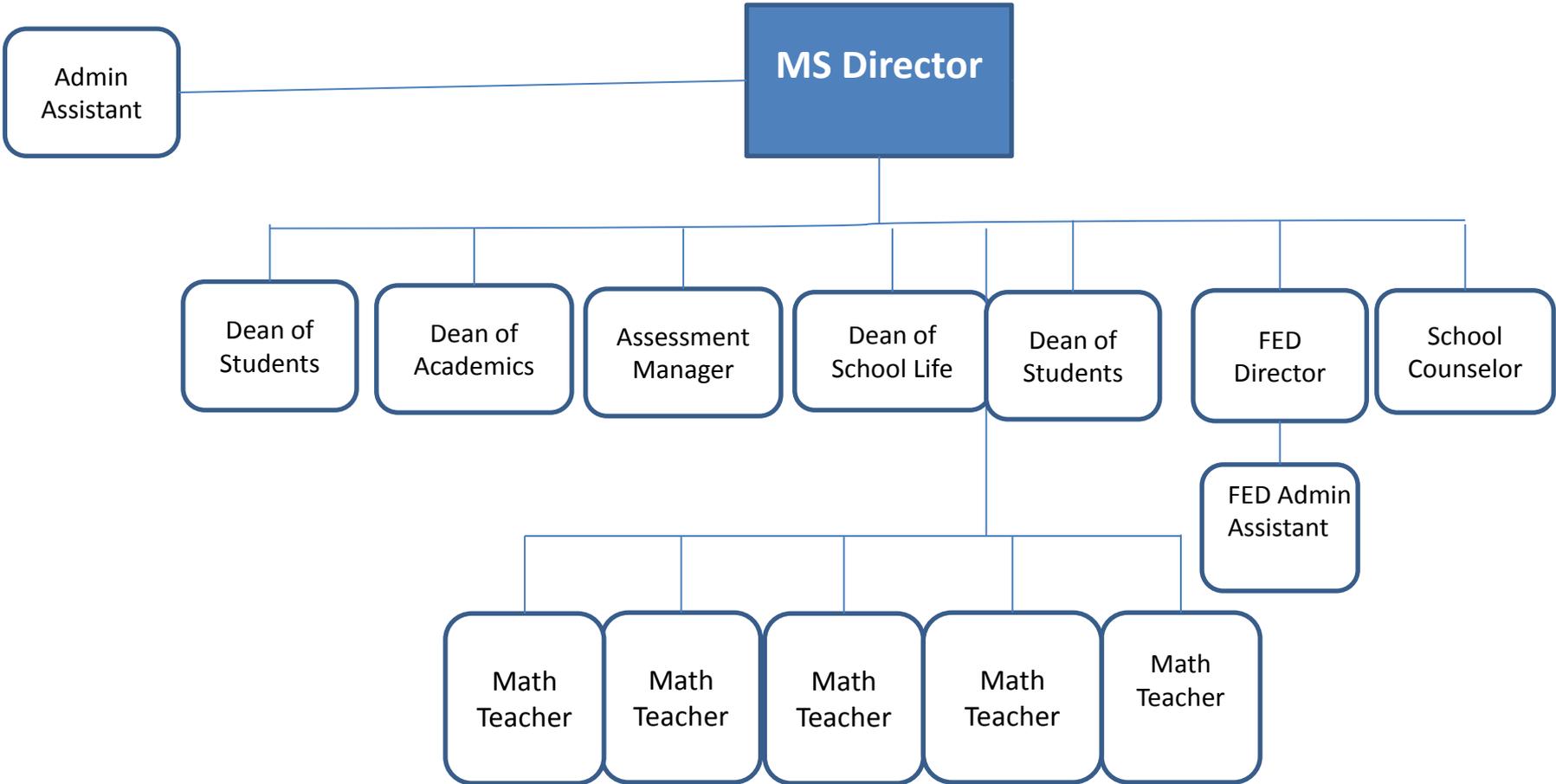
Math Teacher

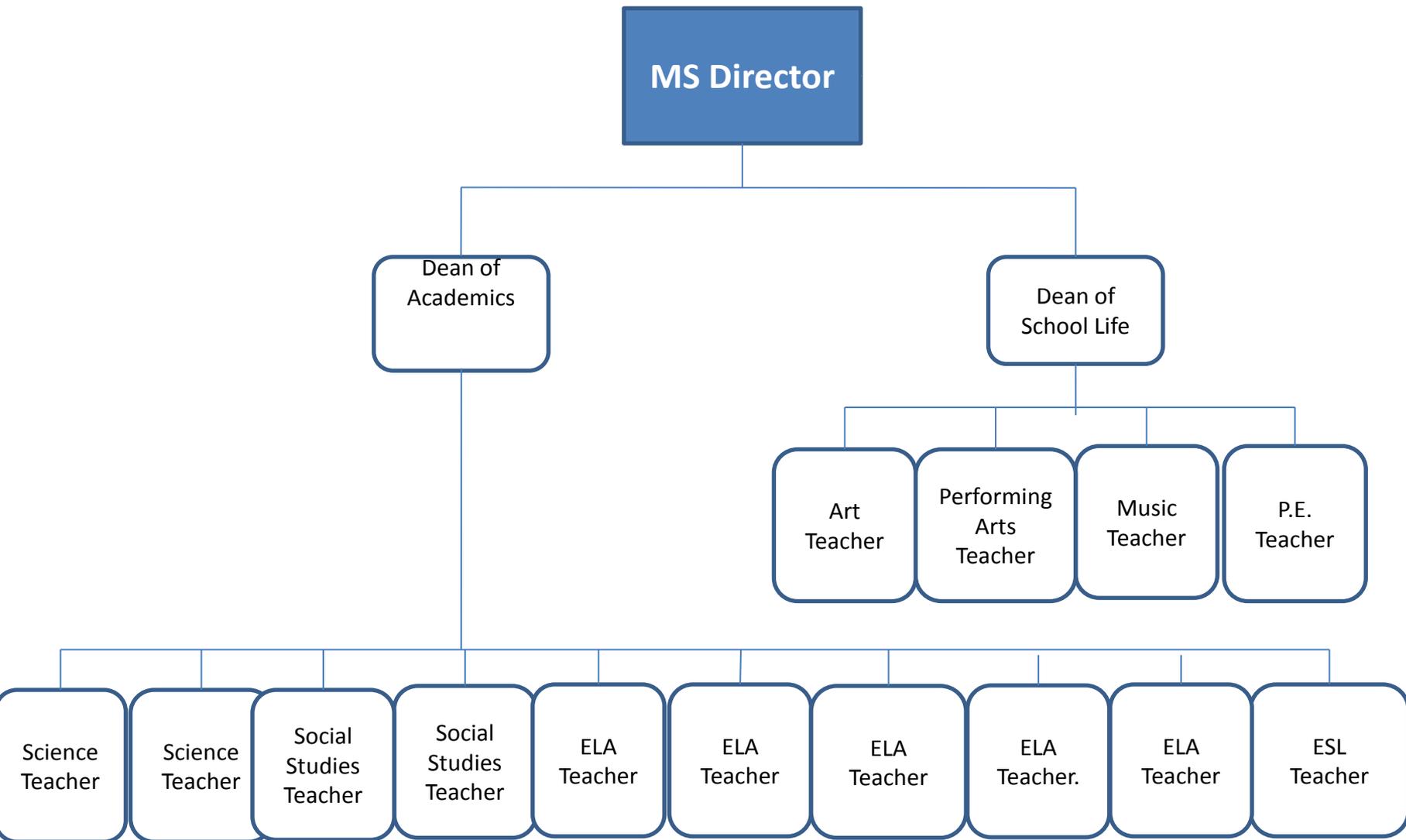
Math Teacher

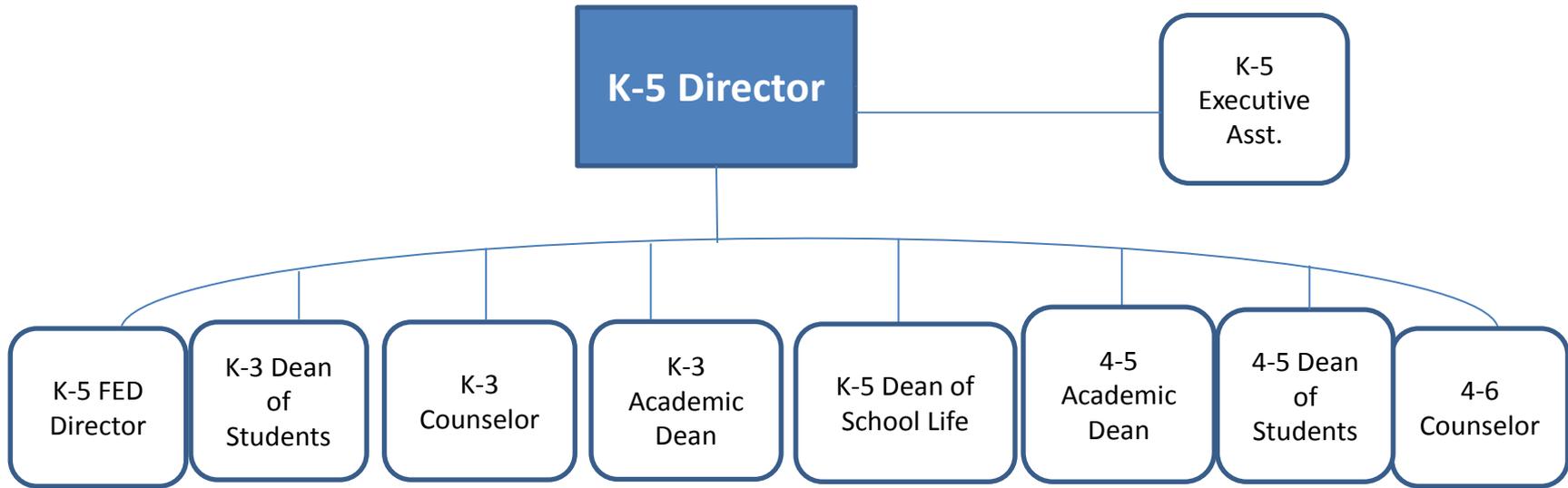
Math Teacher

History Teacher

History Teacher







K-5 Director

K-3 Acad.
Dean

Kindergart
en Teacher

Kindergart
en Teacher

Kindergart
en Teacher

K Assoc.
Teacher

K Assoc.
Teacher

K Assoc.
Teacher

1st Grade
Teacher

1st. Grade
Teacher

1st Grade
Teacher

1st Grade
Teacher

1st Grade
Teacher

1st Grade
Teacher

2nd Grade
Teacher

2nd Grade
Teacher

2nd Grade
Teacher

3rd Grade
Teacher

3rd Grade
Teacher

Art
Teacher

1-3 Math
Intervention
Teacher

K-3 ESL
Teacher

K-3
Intervention
Teacher

K-3 ESL
Teacher

3rd Grade
Teacher

K-3
Intervention
Teacher

K-5 Director

K-5 Dean of School Life

4-5 Academic Dean

K-3
receptionist

Library/
Media
Specialist

Performing
Arts
Teacher

4th Grade
Teacher

4th Grade
Teacher

4th Grade
Teacher

5th Grade
Teacher

Gym/P.E.
Teacher

K-3 Science
teacher

4-5 Science
Teacher

5th Grade
Teacher

5th Grade
Teacher

Intervention
Teacher

Intervention
Teacher

Intervention
Teacher

ESL Teacher

Special
Education
Director

Assistant
SPED Director

HS SPED
Teacher

HS SPED
Teacher

HS SPED
Teacher

HS SPED
Teacher

K-5 SPED
Teacher
E.

K-5 SPED
Teacher

6-8 SPED
Teacher

6-8 SPED
Teacher

MS SPED
Teacher

MS SPED
Teacher

Admin Asst

HYDE'S MISSION STATEMENT

Hyde Leadership Charter School's mission is to develop the deeper character and unique potential of each student. Using the Hyde process of family-based character education, Hyde will unite parents, teachers and students in helping each student achieve his or her best academically and in sports, the arts, and service to the community. Rigorous learning attitudes, leadership skills, and a social conscience lay the foundation for each student's success in college and fulfillment in life.

HYDE'S GUIDING PHILOSOPHY

Hyde Leadership Charter School believes that each of us is gifted with a unique potential that defines a destiny. A commitment to character development enables us to achieve personal excellence and find fulfillment in life.

To paraphrase Martin Luther King, we strive for a school where the members of our community will be judged, not by their inherent talents or native abilities, but by the content of their character.

Our primary goal is the personal growth of Hyde's students, but our experience has taught us that all constituents – students, families, and teachers – must strive for personal growth in order for Hyde's students to reach their potential. We expect our success to come more from an adherence to a belief system than to a set curriculum. The cornerstones of that belief system are Hyde's Five Words, Five Principles and Ten Priorities.

HYDE'S FIVE WORDS

Courage

I learn the most about myself by facing challenges and taking risks.

Concern

I need a challenging and supportive community in which to develop my character.

Curiosity

I am responsible for my own learning.

Integrity

I am gifted with a unique potential and conscience is my guide to discovering it.

Leadership

I am a leader through asking the best of myself and the best of others.

HYDE'S FIVE PRINCIPLES

Destiny

Each of us is gifted with a unique potential.

Humility

We believe in a power and purpose beyond ourselves.

Conscience

We achieve our best through character and conscience.

Truth

Truth is our primary guide.

Brother's Keeper

We help others achieve their best.

HYDE'S TEN PRIORITIES

1. Truth over Harmony
2. Principles over Rules
3. Attitude over Aptitude
4. Set High Expectations and Let Go of the Outcomes
5. Value Success and Failure
6. Allow Obstacles to Become Opportunities
7. Take Hold and Let Go
8. Create a Character Culture
9. Humility to Ask for and Accept Help
10. Inspiration is Job #1!

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/f237071ebd458ccada>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Herbert	Fixler

2. *Your Home Address:

2. *Your Home Address: Street Address		
2. *Your Home Address: City/State		
2. *Your Home Address: Zip		

3. *Your Business Address

3. *Your Business Address Street Address		
3. *Your Business Address City/State		
3. *Your Business Address Zip		

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

HYDE LEADERSHIP CS (NYC CHANCELLOR) 320800860903

8. Select all positions you have held on the Board:

(check all that apply)

-
- Chair/President
-

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

No

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/fd5c9db6269518af1e>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Dennis	Mehiel

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

HYDE LEADERSHIP CS (NYC CHANCELLOR) 320800860903

8. Select all positions you have held on the Board:

(check all that apply)

- Treasurer
-

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large initial 'N' followed by a long, flowing cursive name.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/8abdff206571b2f2ee>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Jeanette	Melendez

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

HYDE LEADERSHIP CS (NYC CHANCELLOR) 320800860903

8. Select all positions you have held on the Board:

(check all that apply)

-
- Parent Representative
-

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

No

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

No

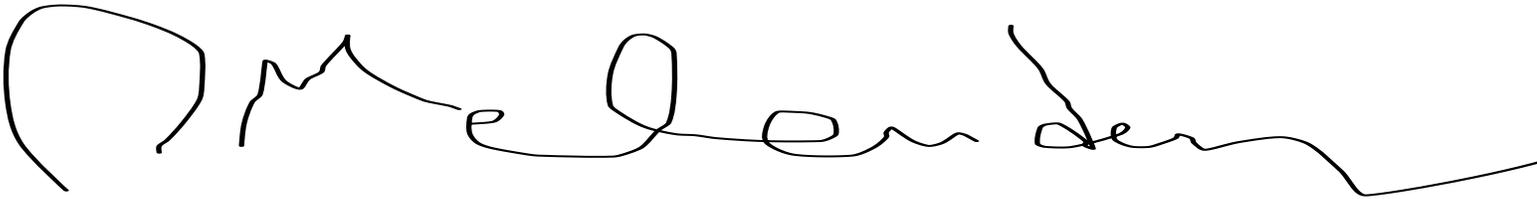
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "M. J. ...". The signature is written in a cursive style with a large initial "M" and a long horizontal stroke extending to the right.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, September 29, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/aefa646f9a7684482c>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Herbert	Kaplan

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

HYDE LEADERSHIP CS (NYC CHANCELLOR) 320800860903

8. Select all positions you have held on the Board:

(check all that apply)

-
- Secretary
-

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

No

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

No

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

No

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

No

Signature of Trustee

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

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 14, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/2e92b691f7b2880a90>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	David	Steadly

2. *Your Home Address:

2. *Your Home Address: Street Address		
2. *Your Home Address: City/State		
2. *Your Home Address: Zip		

3. *Your Business Address

3. *Your Business Address Street Address		
3. *Your Business Address City/State		
3. *Your Business Address Zip		

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

HYDE LEADERSHIP CS (NYC CHANCELLOR) 320800860903

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Committee head
-

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

No

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

No

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

No

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

No

Signature of Trustee

David M. Stoddard

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, October 20, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/a7de375a3da5b3145>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Robert	Kramer

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

HYDE LEADERSHIP CS (NYC CHANCELLOR) 320800860903

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Board Member
-

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

No

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

No

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

No

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

Yes

12a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	Surge UP Inc.	Surge UP ran a summer academic program last summer in which it was partnered with the Hyde School.	The Kramers made gifts of approximately \$125,000 to Hyde to offset the costs of running the program	Robert and Susaun Kramer are founders and Board Members of a non for profit	
2					
3					
4					
5					

Signature of Trustee

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/1415ddb569214142d>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Vincent	Hanley

2. *Your Home Address:

2. *Your Home Address: Street Address		
2. *Your Home Address: City/State		
2. *Your Home Address: Zip		

3. *Your Business Address

3. *Your Business Address Street Address		
3. *Your Business Address City/State		
3. *Your Business Address Zip		

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

<i>No, I am not.</i>

7. Select the name of the education corporation that operates a single charter school.

<i>HYDE LEADERSHIP CS (NYC CHANCELLOR) 320800860903</i>

8. Select all positions you have held on the Board:

(check all that apply)

(No response)

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

No

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

No

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

No

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

No

Signature of Trustee

Vincent Hanley

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 22, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/88f412d83e512f2fd8>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Maureen	Singer

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

HYDE LEADERSHIP CS (NYC CHANCELLOR) 320800860903

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Board Member
-

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

No

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

No

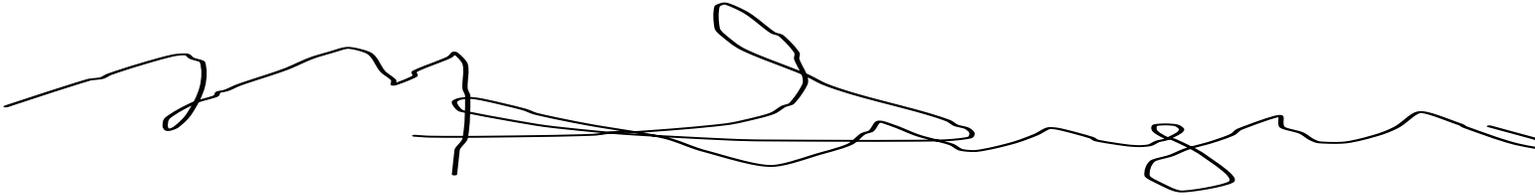
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke, written across the page.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, October 26, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/f9a307a7aa8e947298>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	wilder	baker

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

HYDE LEADERSHIP CS (NYC CHANCELLOR) 320800860903

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: trustee
-

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and flourishes, appearing to be a cursive name.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/c158ba2364f08f2c1f>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Dennis	Mehiel

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

HYDE LEADERSHIP CS (NYC CHANCELLOR) 320800860903

8. Select all positions you have held on the Board:

(check all that apply)

- Treasurer
-

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

No

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

No

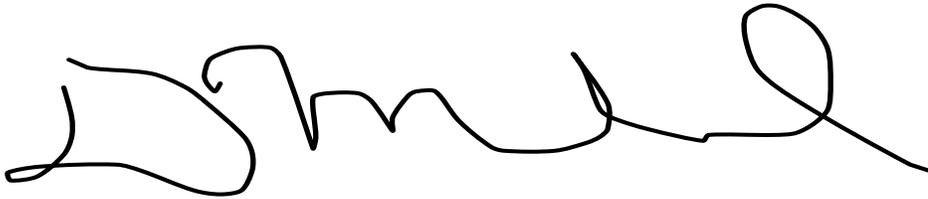
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a series of loops and curves, appearing to be the name 'J. M. ...'.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 30, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/5af58969f29853d352>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Deborah	Dumont

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

<i>No, I am not.</i>

7. Select the name of the education corporation that operates a single charter school.

<i>HYDE LEADERSHIP CS (NYC CHANCELLOR) 320800860903</i>

8. Select all positions you have held on the Board:

(check all that apply)

(No response)

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Deborah". The signature is written in a cursive style with a long, sweeping tail on the right side.

Thank you.