



**Department of  
Education**

*Carmen Fariña, Chancellor*

# Annual Comprehensive Review Report for Hellenic Classical Charter School

## SCHOOL YEAR 2015-16

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

## PART 1: SCHOOL OVERVIEW

### CHARTER SCHOOL BACKGROUND

Hellenic Classical Charter School (“Hellenic”) is an elementary and middle school located in the Park Slope neighborhood of Brooklyn. The school is in private space in Community School District 15. The school has a universal pre-kindergarten program. The school is not co-located with any other schools or programs.<sup>1</sup>

The school is in its third charter term.

The school leadership team is comprised of the following individuals: Principal, Christina Tettonis, has been at the school for nine years; Joy Petrakos, Director of Operations and Assistant Principal, Natasha Caban, have been at the school for 11 years.

### SCHOOL HIGHLIGHTS

HCCS's proficiency rates for English Language Learners in the NYS ELA assessment exceed the city by 32% and District 15 by 31%. In regards to Students with Disabilities (SWD) HCCS outperformed the city by 11% and the district by 4%. Students who are identified as economically disadvantaged performed 1% higher than District 15 and 14% in comparison to the city. On the NYS Math exam, our English Language Learners performed 36% higher than the city and 25% than the district. Students with Disabilities performed 28% higher than the city and 30% than District 15. Students identified as economically disadvantaged performed 13% higher than the district and 27% than the city.

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<sup>1</sup> According to NYC DOE Location Code Generation and Management System.

## CURRENT SCHOOL SNAPSHOT

<b>Hellenic Classical Charter School</b>	
DBN	84K362
School Leader(s)	Christina Tettonis
Board Chair(s)	Charles Capetanakis
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	15
Physical Address(es)	646 Fifth Avenue, Brooklyn, NY 11215
Facility Owner(s)	Private
Enrollment <sup>2</sup>	477
Grades Served	K-8

## CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance <sup>3</sup>
1. Charles Capetanakis	Chairman	ALL	11	3/3
2. Leonardos Nick	Treasurer	Financial and Facility	11	2/3
3. Newman Harvey	Secretary	Education	11	3/3
4. Lekas Effie	Member	Education	11	3/3
5. Theodoratou Liana	Member	Education	11	1/3
6. Mathews Nik	Member	Financial and Facility	11	1/3
7. Angelakos Dean	Member	Financial and Facility	6	0/3

<sup>2</sup> According to ATS data as of October 14, 2015.

<sup>3</sup> The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

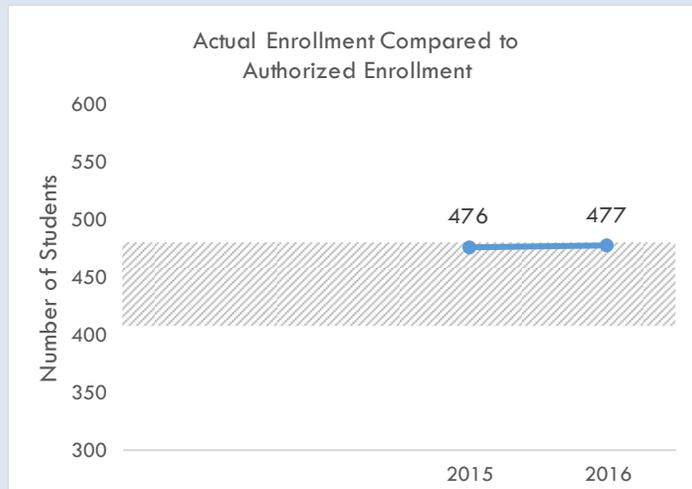
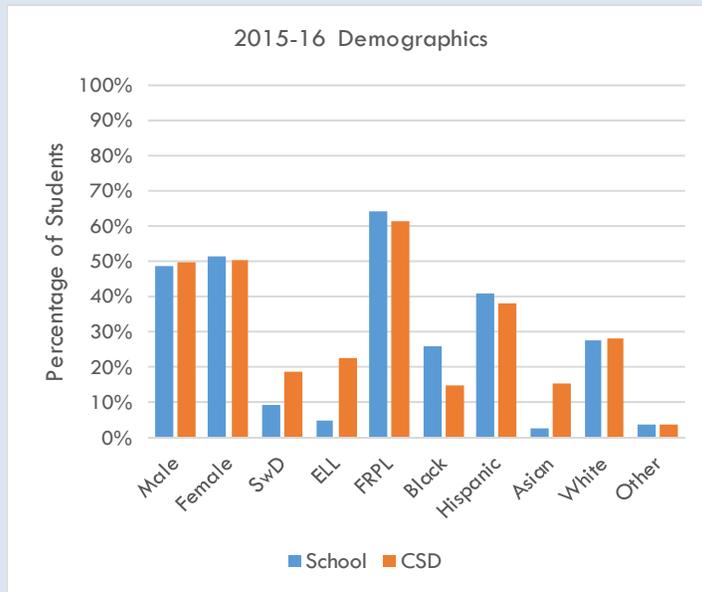
CHARTER AUTHORIZATION PROFILE

<b>Hellenic Classical Charter School</b>	
School Opened For Instruction	2005-2006
Date of First Renewal	2009-2010
Date of Second Renewal	2014-2015
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2019
Current Authorized Grade Span	K-8
Current Authorized Enrollment	480

Hellenic name was renewed for a full 4.5 full term renewal in the 2014-15 academic year with no conditions:

<i>Current Charter Conditions</i>	<i>On Target / Not On Target</i>	<i>Notes</i>
1 The financial condition is as follows: 1. As per the school's current and proposed charter agreement, in each year of the charter term, the school must maintain an escrow account with at minimum \$70,000. In the next charter term, the school must provide the NYC DOE with quarterly statements (within 30 days of January 1, April 1, July 1, and October 1) for the escrow account for the entirety of the charter term.	On Target	The School meets the \$70,000 minimum. Quarterly statements need to continue to be submitted quarterly for the remainder of the charter term.

ENROLLMENT AND DEMOGRAPHICS



Fully grown charter schools must enroll no less than 15% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

## PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

### FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

### ESSENTIAL QUESTIONS AND STANDARDS

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#### ESSENTIAL QUESTION 1 - IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

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#### ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

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#### ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

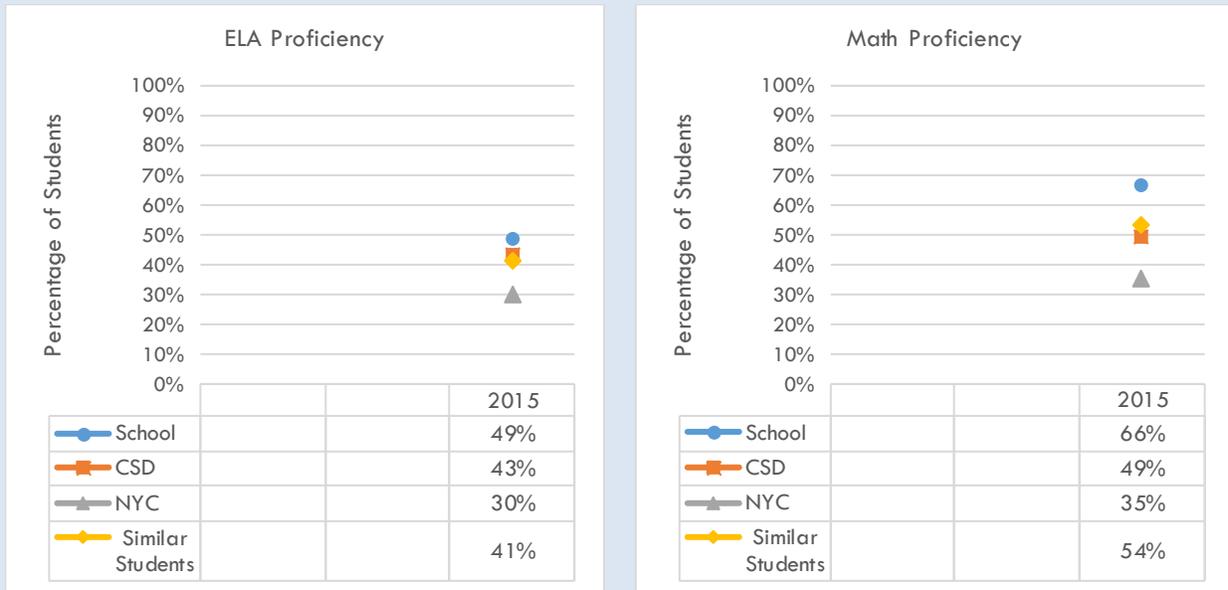
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?<sup>4</sup>

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school’s progress in meeting the academic goals outlined in its charter agreement, please see Appendix D.<sup>5</sup> These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY<sup>6</sup>

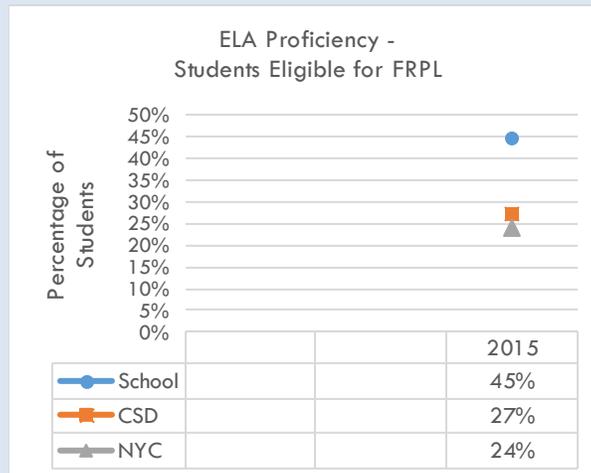
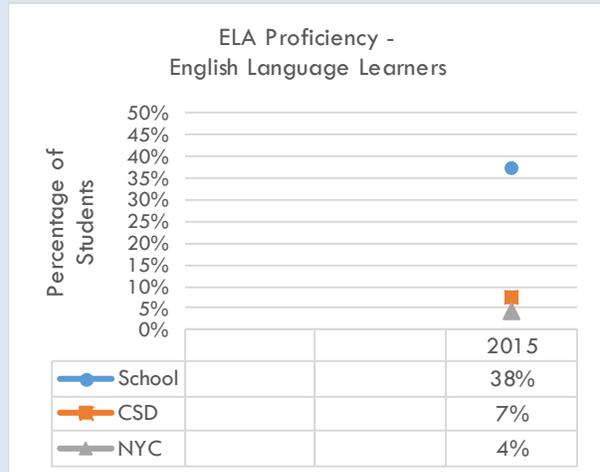
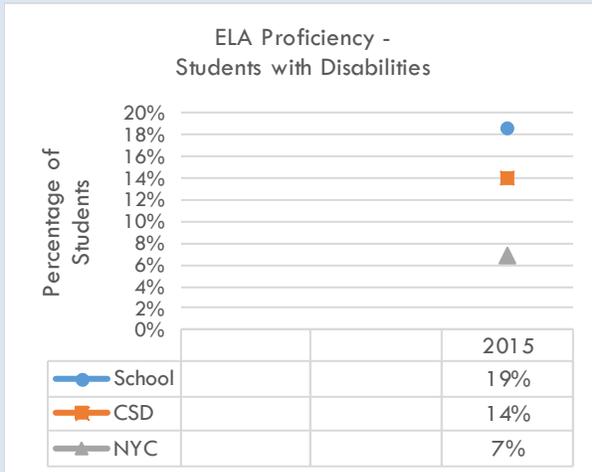


<sup>4</sup> For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

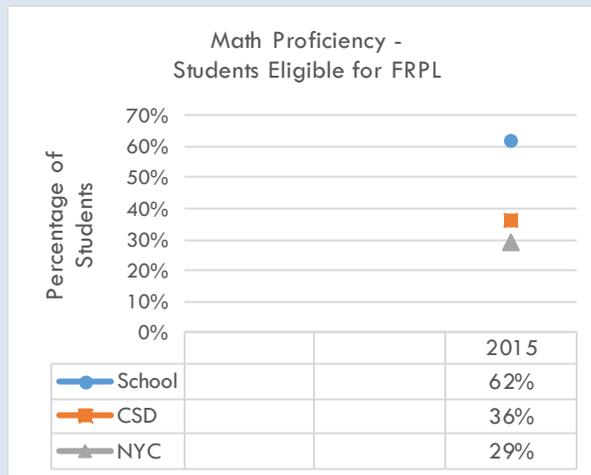
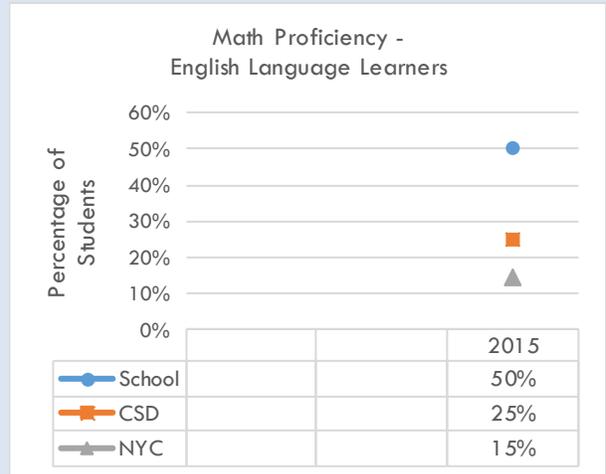
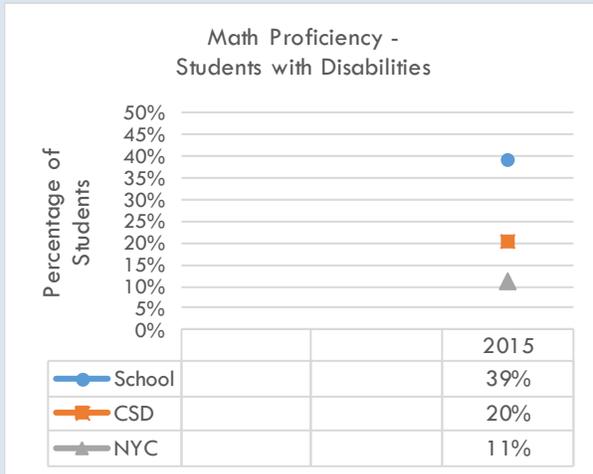
<sup>5</sup> Please note that in analyzing a school’s progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school’s academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

<sup>6</sup> For more on the NYC DOE’s similar students comparisons, please see the information here: [http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports\\_ComparisonGroupDescription\\_20151209.pdf](http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf).

CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH



## ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below.

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### A RIGOROUS CLASSICAL EDUCATION

Hellenic curriculum is rich in challenging content and strives to develop intellectual learning in all students.

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### CLASSICAL STUDY OF THE GREEK AND LATIN LANGUAGE

Students study the language, the history, the art and other cultural aspects of Greek.

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### KEY DESIGN ELEMENT

Hellenic prepares students to gain entry into and succeed in the best high schools in New York City. Students are offered advanced courses for high school credit and free SHSAT practice. Educating parents about high school applications and gaining acceptance into high performing high schools in NYC.

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### SOCRATIC METHOD OF TEACHING

Students regularly participate in Socratic seminars where they have discussions facilitated by open-ended questioning. Through these seminars students are exposed to high level text that they read closely and with a critical lens.

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### GOVERNANCE

Hellenic's Board of Trustees is made up of seven members, six of whom have been on the board for 11 years. The board has three committees include an education, financial and facilities committee with four members each. The Board meeting dates and minutes from the 2015-16 school year are not posted to the school's website.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix D. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix E.

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#### SUPPORTIVE ENVIRONMENT

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Compliant	

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#### OPERATIONAL STABILITY

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Compliant	
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	
Board meetings consistently meet quorum <sup>7</sup>	Compliant	

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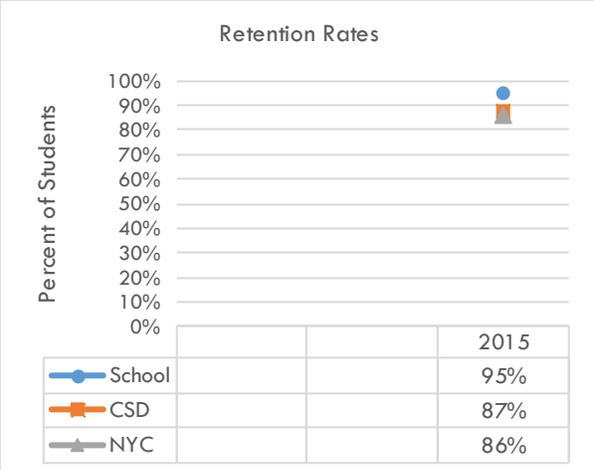
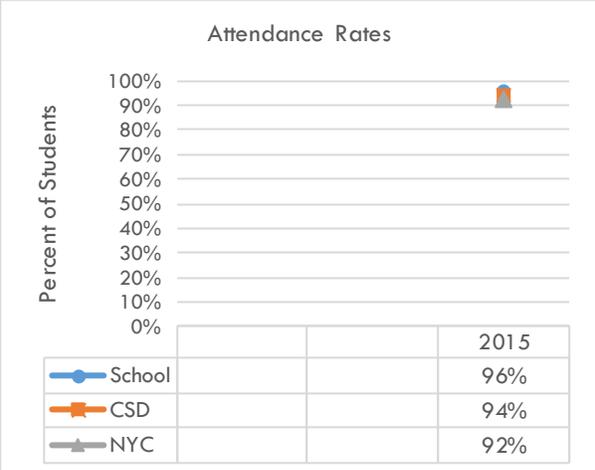
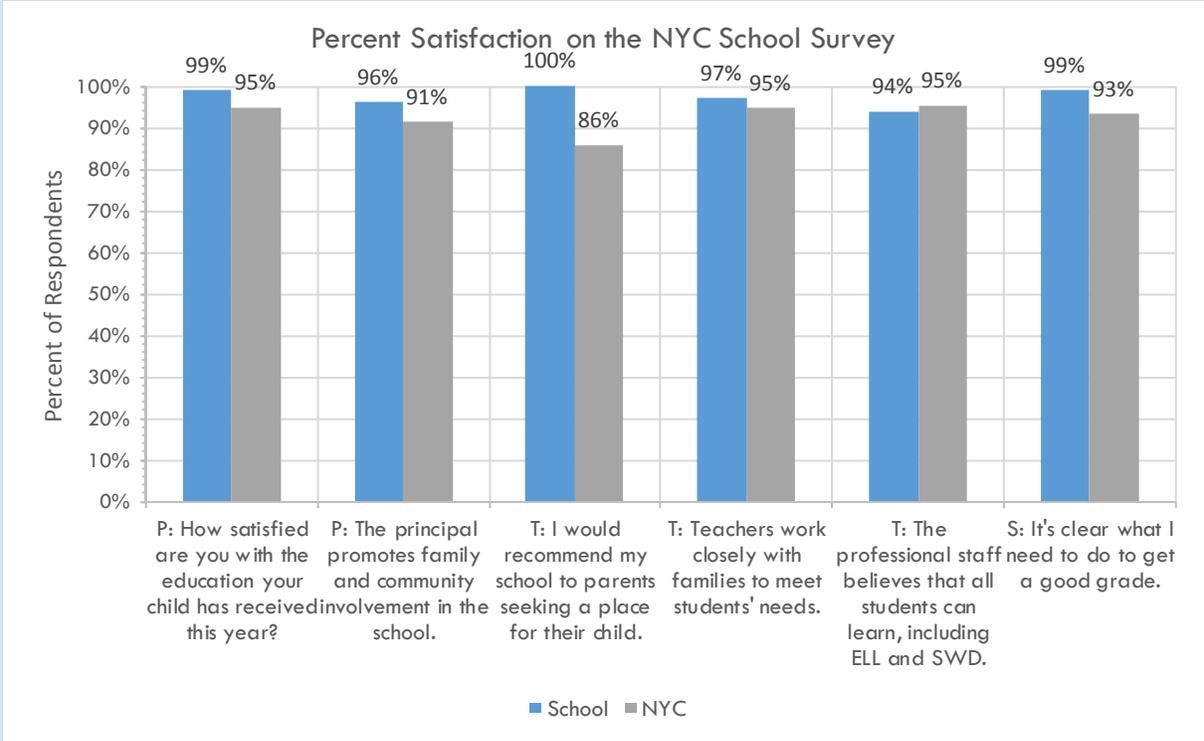
#### COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	
School is in compliance with employee fingerprinting requirements	Not Compliant	The school has teachers

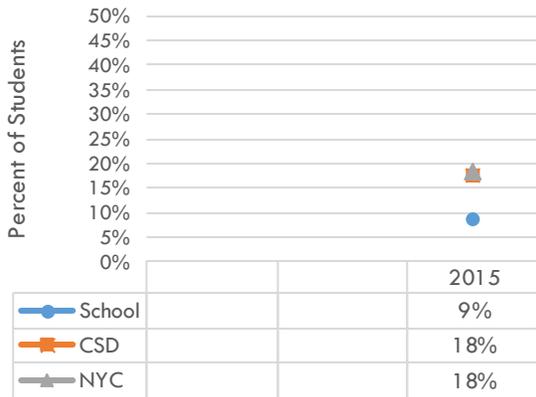
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<sup>7</sup> Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at a board meeting.

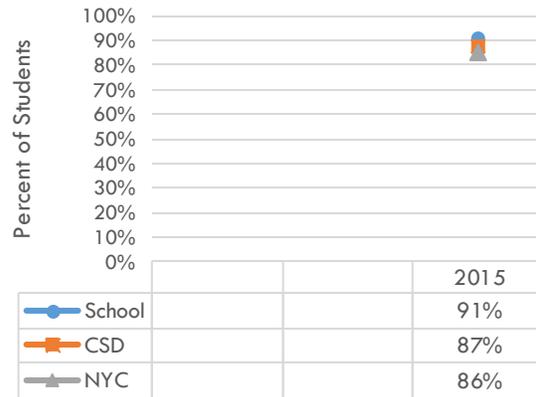
		with start dates prior to their fingerprint clearance in the 15-16 school year
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Not Compliant	The school had 98.7% complete records; the goal was 99%.
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	



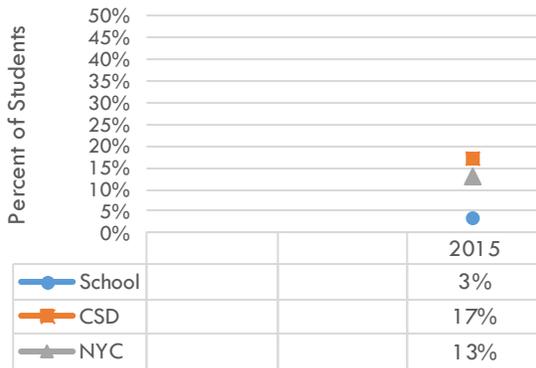
Enrollment Rates - Students with Disabilities



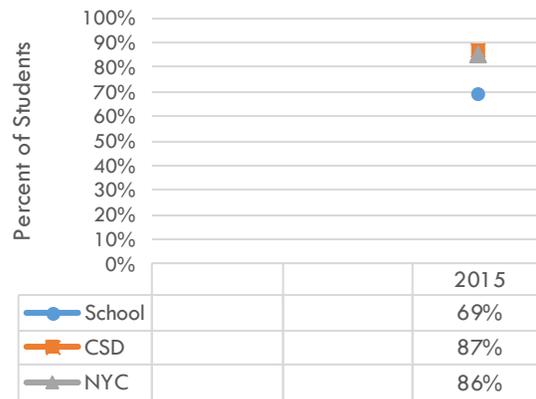
Retention Rates - Students with Disabilities



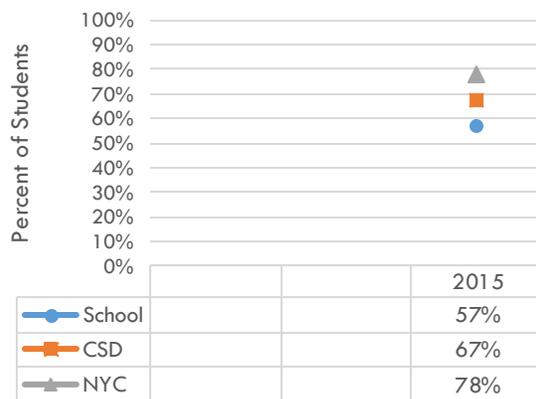
Enrollment Rates - English Language Learners



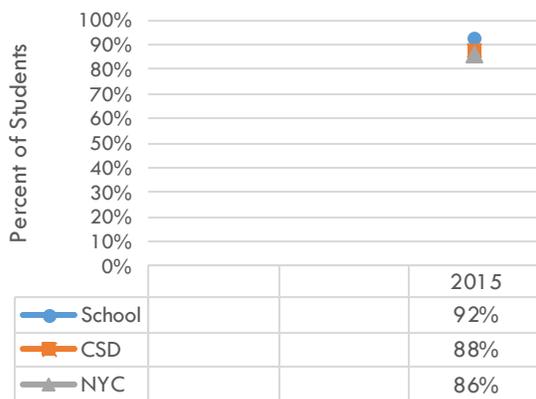
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



### ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Hellenic Classical Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix D. These goals relate to short- and long-term financial viability.

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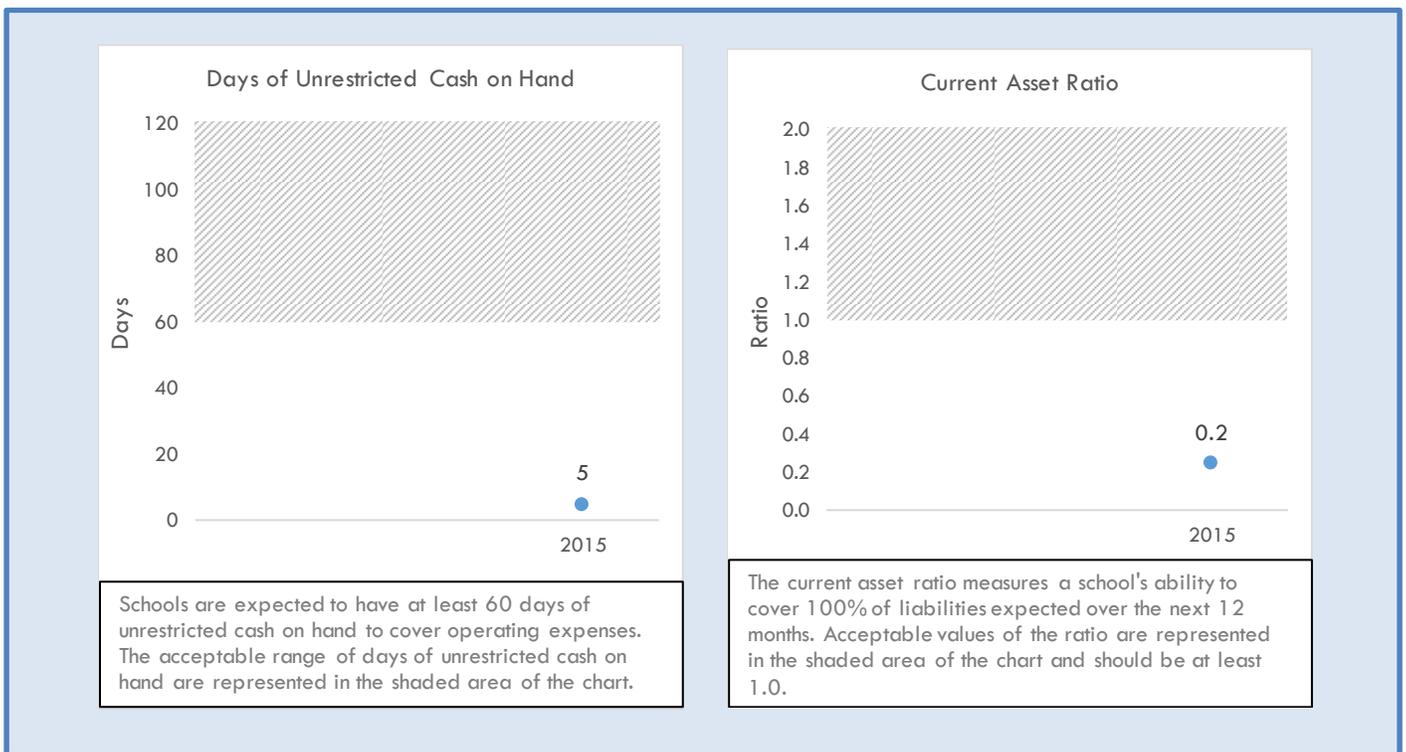
#### SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

The school has \$71,133.72 in escrow, meeting the \$70,000 requirement.

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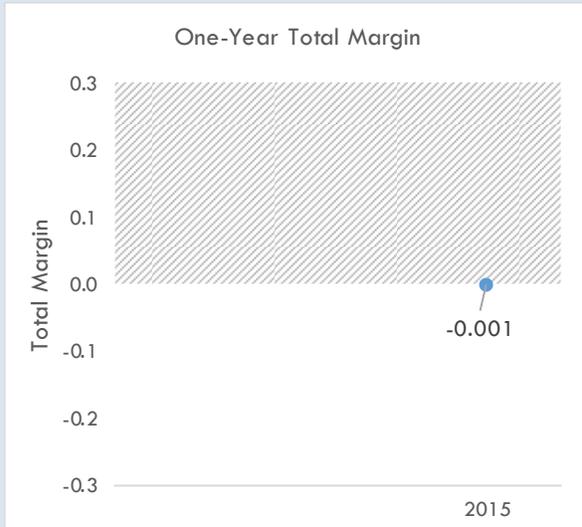
#### SHORT-TERM FINANCIAL VIABILITY<sup>8</sup>



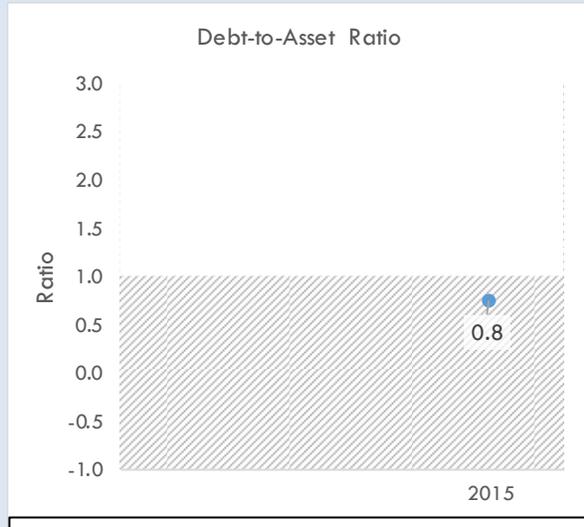
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<sup>8</sup> Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

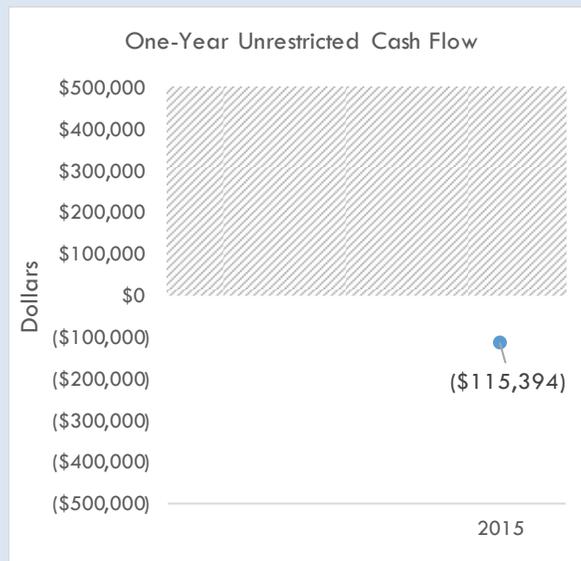
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

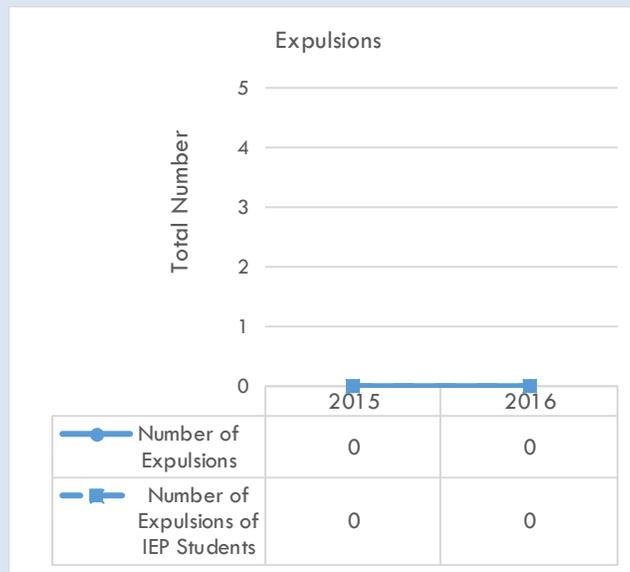
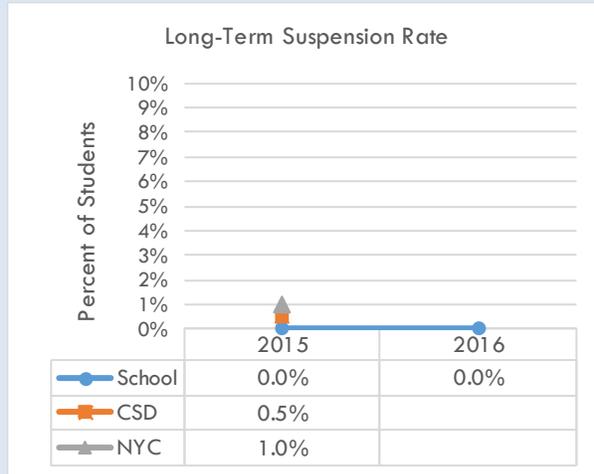
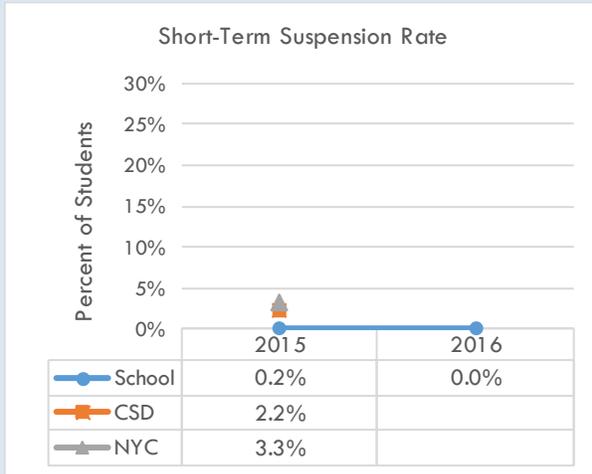
## APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

### PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	182
Pre-Kindergarten Program	Yes
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	Grade K – Grade 8: 2 Sections
Primary Entry Grade(s)	K-8
Additional Grade(s) for which Student Applications are Accepted	N/A
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	511
Number of Students Accepted via the Lottery (School Year 2015-16)	54 (Grade K)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	Yes
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	Yes
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES<sup>9</sup>



<sup>9</sup> City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

## APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

### GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
<b>Hellenic Classical Charter School</b>			
Grade 3	39%	45%	62%
Grade 4	41%	53%	65%
Grade 5	40%	34%	37%
Grade 6	14%	40%	38%
Grade 7	37%	23%	54%
Grade 8	32%	47%	32%
<b>DIFFERENCE FROM CSD</b>			
Grade 3	-3%	1%	20%
Grade 4	1%	8%	19%
Grade 5	1%	-9%	-4%
Grade 6	-21%	4%	-6%
Grade 7	-1%	-17%	11%
Grade 8	-2%	7%	-13%

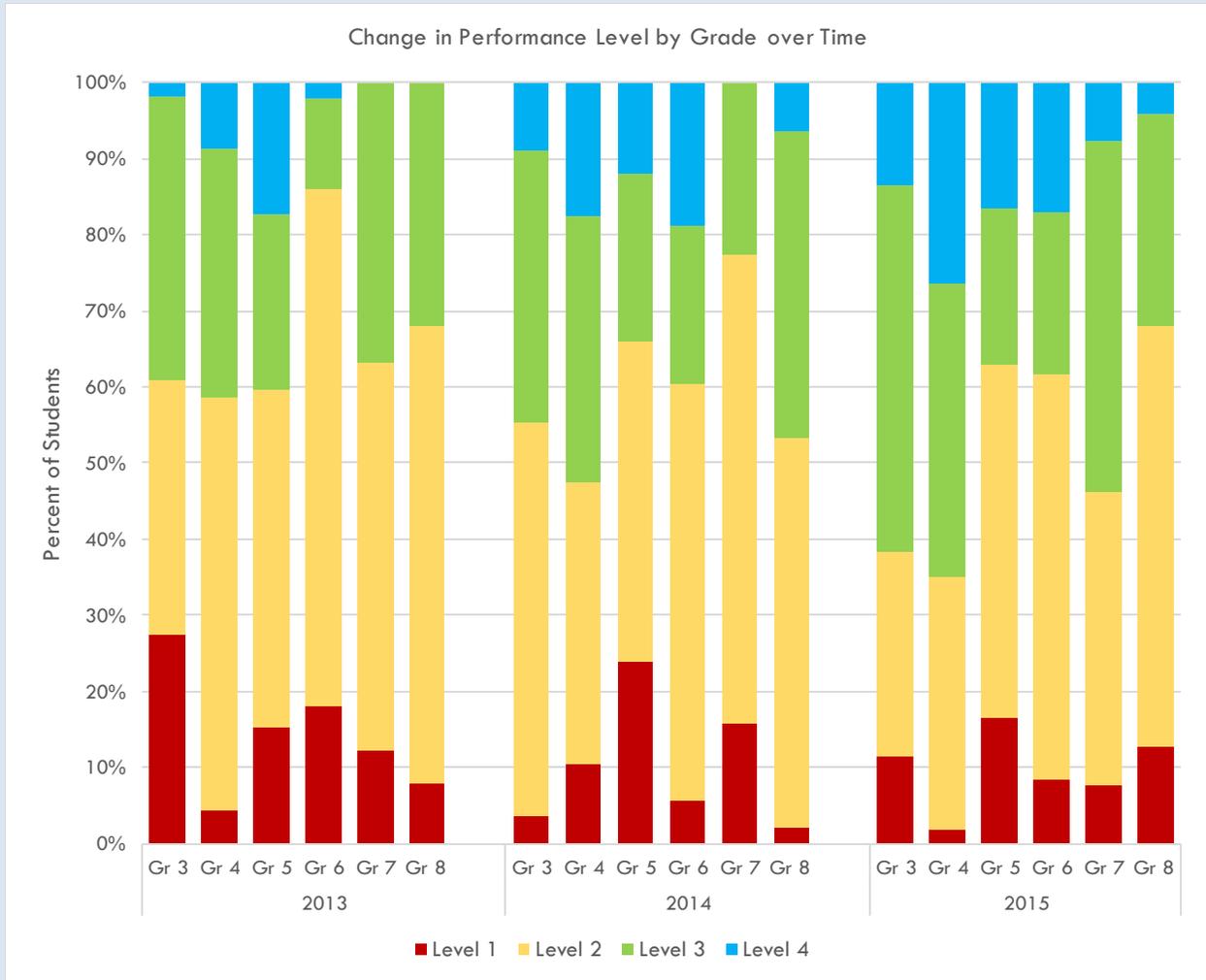
### GRADE-LEVEL PROFICIENCY IN MATH

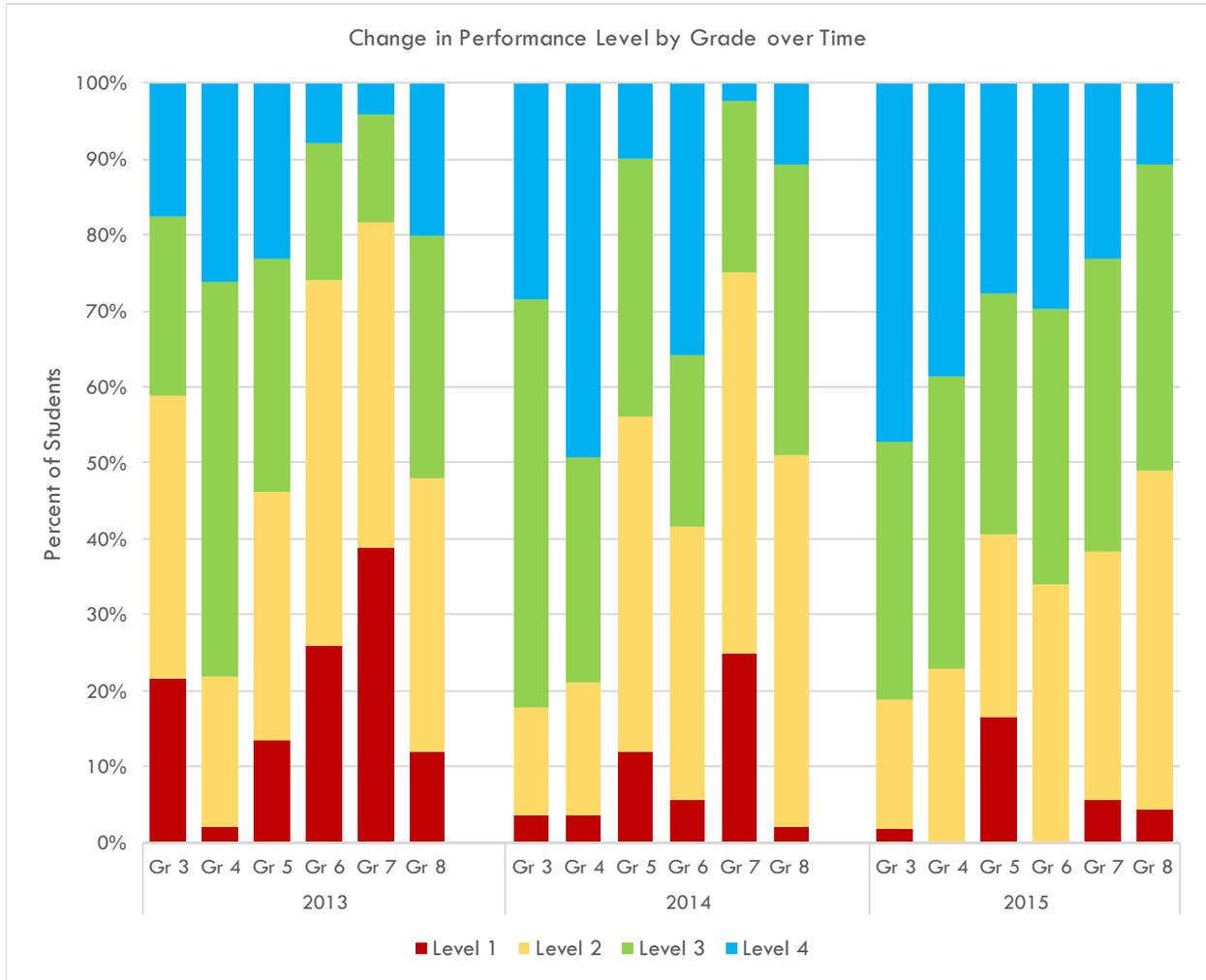
	2012-2013	2013-2014	2014-2015
<b>Hellenic Classical Charter School</b>			
Grade 3	41%	82%	81%
Grade 4	78%	79%	77%
Grade 5	54%	44%	59%
Grade 6	26%	58%	66%
Grade 7	18%	25%	62%
Grade 8	52%	49%	51%
<b>DIFFERENCE FROM CSD</b>			
Grade 3	-6%	28%	25%
Grade 4	30%	25%	23%
Grade 5	16%	-8%	7%
Grade 6	-12%	19%	15%
Grade 7	-13%	-17%	17%
Grade 8	22%	28%	32%

**APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME**

The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

**ENGLISH/LANGUAGE ARTS**





## APPENDIX D: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year<sup>10</sup>, the school achieved/met its goals as follows:

- Academic Goals: <sup>11</sup>
  - 16 of 23 applicable academic charter goals in its most recent year
- Operational Goals:
  - 8 of 9 applicable operational charter goals in its most recent year
- Financial Goals:
  - 2 of 2 applicable financial charter goals in its most recent year

Charter Goals		2014-15
Academic Goals	Each year, 75% of kindergarten students who were enrolled at the School on BEDS day will perform at a Level 1 on the rhyme recognition, rhyme generation, syllable clapping, initial consonants, and at a Level 2 on the final consonants, blending, segmenting, ABC recognition, writing, spelling, decoding, sight word, and emergent reading strands on the Spring administration of the Fox in the Box early literacy assessment.	Students enrolled in kindergarten assessed in the Fox in a Box achieved this academic goal for the 2014-2015 school year. The results for the Fox in a Box assessments in Kindergarten are as follows: Level 1 Rhyme Recognition - 100% (met) Rhyme Generation- 91% (met) Syllable Clapping- 93% (met) Initial Consonants- 96% (met) Level 2 Final Consonants - 100% (met) Blending - 95% (met) Segmenting - 89% (met) ABC recognition - 89% (met) Writing - 91% (met) Spelling- 91% (met) Decoding - 91% (met) Sight Words- Emergent Reading Strands-

<sup>10</sup> This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

<sup>11</sup> Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

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Each year, 75% of the 1st grade who were enrolled on BEDS day for two consecutive years will perform at or above Level 4 on the spelling, decoding, vocabulary, sight words, reading accuracy, and reading comprehension strands on the Spring administration of the Fox in a Box early literacy assessment.

Students enrolled in first grade assessed in the Fox in a Box achieved this academic goal for the 2014-2015 school year. The results for the Fox in a Box assessments in first grade are as follows:  
Level 4:  
Spelling - 93% (met) Decoding - 91% (met)  
Vocabulary - 91% (met) Sight Words - 95% (met)  
Reading Comp - 82% (met) Reading Accuracy - 80% (met)

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Each year, 75% of the 2nd grade who were enrolled on BEDS day for two consecutive years will perform at or above Level 6 on the spelling, decoding, vocabulary, sight words, reading accuracy, and reading comprehension strands on the Spring administration of the Fox in a Box early literacy assessment.

Students enrolled in second grade assessed in the Fox in a Box achieved this academic goal for the 2014-2015 school year. The results for the Fox in a Box assessments in first grade are as follows:  
Level 6:  
Spelling - 81% (met) Decoding - 88% (met)  
Vocabulary - 85% (met) Sight Words- 90% (met)  
Reading Accuracy - 79% (met)  
Reading Comp- 79% (met)

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Each year, grade-level cohorts of students (for Grades 2 and above) will reduce by one-half, the gap between their average NCE in the previous Spring administration of the ITBS, a nationally-normed reading test, and NCE of 50 (grade level) in the current Spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

Grade level cohorts partially met the academic goal of reducing the gap by one-half between the average NCE from the previous year's administration. Students in grades 2 and 7 met the goal of reducing the gap by one-half. Grades 2, 3, 5, 5, 7 and 8 exceeded an NCE of 50 or above from the previous Spring administration but fell short of reducing the gap by one-half.

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Each year, grade-level cohorts of students (for Grades 2 and above) will reduce by one-half, the gap between their average NCE in the previous Spring administration of the ITBS, a nationally-normed mathematics test, and NCE of 50 (grade level) in the current Spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is

Grade level cohorts partially met the academic goal of reducing the gap by one-half from the previous year's administration. Grades 6 and 8 met the goal of reducing the gap and maintaining an NCE score of above 50. All remaining grade-level cohorts attained an NCE score of 50 or above.

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expected to show at least an increase in the current year.

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Kindergarten Greek Proficiency Goals:  
By the end of each school year, 75% of all Kindergarten students who were enrolled on BEDS day will be able to recognize all Greek letters in their print form, as measured by a Greek Letter Recognition and Writing Common Assessment.

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This academic goal was met for the 2014-2015 school year. Students enrolled in Kindergarten who were administered the Greek Letter Recognition and Writing Common Assessment attained this goal. 98% of students recognized all Greek letters in their print form.

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Kindergarten Greek Proficiency Goals:  
By the end of each school year, 75% of all Kindergarten students who were enrolled on BEDS day will be able to communicate verbally as measured by the HCCS Greek Verbal Common Assessment.

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This academic goal was met. Students enrolled in Kindergarten for the 2014-2015 school who were administered the Greek Verbal Common Assessment attained this goal. 95% of students were able to communicate verbally as measured by this assessment.

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First Grade Greek Proficiency Goals:  
By the end of each school, 75% of all Grade 1 students who were enrolled on BEDS day for at least two consecutive years will be able to write all the Greek alphabet in print, as measured by the Greek Letter Recognition and Writing Common Assessment.

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82% of students who were enrolled in grade 1 and participated in the Greek Letter Recognition and Writing Common Assessment were able to write all the Greek alphabet in print, therefore meeting this academic goal.

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First Grade Greek Proficiency Goals:  
By the end of each school, 75% of all Grade 1 students who were enrolled on BEDS day for at least two consecutive years will perform proficiency in listening, as measured by the HCCS Greek Listening Common Assessment.

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92% of students enrolled in Grade 1 were able to demonstrate proficiency in listening as measured by the Greek Listening Common Assessment, therefore also meeting this academic goal.

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First Grade Greek Proficiency Goals:  
By the end of each school, 75% of all Grade 1 students who were enrolled on BEDS day for at least two consecutive years will be able to perform proficiency in reading, as

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Students enrolled in Grade 1 were able to attain this goal by demonstrating proficiency in reading as measured by the Greek Reading Common Assessment. 83% of students met this goal.

<p>measured by the HCCS Greek Reading Common Assessment.</p>	
<p>First Grade Greek Proficiency Goals: By the end of each school year, 75% of all Grade 1 students who were enrolled on BEDS day for at least two consecutive years will be able to communicate verbally as measured by the HCCS Greek Verbal Common Assessment.</p>	<p>82% of students enrolled in Grade 1 were able to communicate verbally as measured by the Greek Verbal Common Assessment, therefore meeting this academic goal.</p>
<p>By the end of each school year, 75% of students in Grade 2 - 7 who were enrolled on BEDS day for at least two consecutive years will perform proficiency in oral, reading, listening and writing skills, as measured by the HCCS Greek Verbal, Reading, Listening and Writing Common Assessments,</p>	<p>At the end of the 2014-2015 school year, 84% of students enrolled in Grade 2 through 7 demonstrated proficiency in oral, reading, listening and writing skills as measured by the Greek Verbal, Reading, Listening and Writing Common Assessments. This academic goal was met in all areas. The results as follows: Verbal - 82% Listening - 88% Reading - 81% Writing - 77%</p>
<p>Each year, 100% of HCCS Grade 8 students who have been recommended by the Greek department to sit for the NYSED High School Greek Regents exam will pass the Greek Regents Exam with an average passing score of at least 75%.</p>	<p>HCCS has partially met this goal for the 2014-15 school year. 100% of students recommended to sit for the NYSED Greek Regents exam passed but did not attain the score of 75% or higher.</p>
<p>Throughout the course of the charter term, HCCS will show progress towards achieving 75% of its 3rd - 8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the NYS ELA exam.</p>	<p>HCCS grade level cohorts have demonstrated progress towards achieving 75% of our students performing at or above Level 3 on the NYS ELA exam. Grade level cohorts have increased by 8% from the previous year's administration.</p>
<p>Throughout the course of the charter term, HCCS will show progress towards achieving 75% of its 3rd - 8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years,</p>	<p>HCCS grade level cohorts have demonstrated progress towards achieving 75% of our students performing at or above Level 3 on the NYS Math exam. Grade level cohorts have also increased by 8% from the previous year's administration.</p>

<p>performing at or above Level 3 on the NYS Math exam.</p>	<p>Hellenic has partially met this academic goal. 98% of students enrolled in Grade 4 performed at or above Level 3 on the NYS Science examination. 70% of students tested in grade 8 have scored at or above Level 3 and have shown progress towards achieving this goal.</p>
<p>Throughout the course of the charter term, HCCS will show progress towards achieving 75% of its 4th and 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the NYS Science exam.</p>	<p>100% of students who have taken the Integrated Algebra regents exam attained a passing average of at least 75% therefore, meeting this academic goal for the 2014-15 school year.</p>
<p>Each year, 75% of the Grade 8 students who have taken Integrated Algebra 1 will pass the NYS Integrated Algebra regents Exam with an average passing score of at least 75%</p>	<p>HCCS partially met this goal with 100% of students passing the NYS Earth Science regents. However, 73% of grade 8 students who were recommended to take the NYS Earth Science Regents exam passed with an average score of at least 75%.</p>
<p>Each year, 75% of the Grade 8 students who are recommended by the Science Department to sit for the NYS Earth Science Regents Exam will pass the Regents exam with an average passing score of at least 75%.</p>	<p>Goal Not Met- HCCS examined its performance in regards to grade-level cohorts reducing by one- quarter the gap from previous year's administration of the NYS ELA exam. The 2015 ELA results demonstrate progress and have increased by 8% in comparison to last year's exam results. With the exception of Grades 4, 5, 6</p>
<p>"Throughout the charter term, each grade-level cohort of HCCS students will reduce by one-quarter, the gap between the percent at or above Level 3 on the previous year's NYS ELA exam and 75% at or above Level 3 on the current year's NYS ELA exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will demonstrate growth (above 75%) in the current year.</p>	<p>Goal Not Met- HCCS examined its performance in regards to grade-level cohorts reducing by one- quarter the gap from previous year's administration of the NYS Math examination. HCCS has fallen short of the 75% benchmark proficiency level with the exception of grade level cohorts 3rd and 4th which</p>

	in the previous year, the cohort will demonstrate growth (above 75%) in the current year.	performed at or above level 3 in the 2015 school year.
	Each year, the percent of HCCS students performing at or above Level 3 on the NYS ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grade of CSD 15.	HCCS examined its performance against students in CSD 15 on the NYS ELA assessments. HCCS students tested at outperformed and exceeded the majority of grades tested in the same grade of CSD 15. Therefore, HCCS has met this academic goal.
	Each year, the percent of HCCS students performing at or above Level 3 on the NYS Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grade of CSD 15.	HCCS examined its performance against students in CSD 15 on the NYS Math assessments. HCCS students tested outperformed our CSD 15 counterparts on the NYS Math examination for the 2015 school year. HCCS has met this academic goal.
	Each year, the School will be deemed "In Good Standing" on the NYS Report Card.	Hellenic Classical continues to remain "In Good Standing" as per the NYS School Report Card that has been released.
Operational Goals	Each year, HCCS will have an average daily student attendance rate of at least 95%,	Goal Met. HCCS's average daily student attendance rate for school year 2014 - 2015 is 95.9%.
	Each year, 95% of all students enrolled at HCCS during the last day of the school year will return the following September, not including those who move out of the area.	Goal Met
	Each year, HCCS will comply with all applicable laws, rules, regulations, and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Goal Met. HCCS has been in substantial compliance with its charter and all applicable laws and regulations. It has substantially adhered to all the academic, behavioral, oversight, management and operational policies and procedures that were outlined in its charter. Indeed, the school that is in operation today reflects, to a very significant degree, faithfulness to what was delineated in its charter. In addition, HCCS has been in compliance with federal and state law and relevant regulations throughout the charter term. HCCS's targets for English language learners (ELLs) has remained the

	<p>same since last school year and students with disabilities (SWDs) has increased. As discussed in the renewal application, HCCS is expanding its strategies and practices for recruiting ELLs and SWDs and expects to improve in this area during the upcoming school year.</p>
<p>Per the 2010 amendment to the Charter Schools Act, HCCS shall demonstrate good faith efforts to attract, retain and meet or exceed enrollment and retention targets as prescribed by the Board of Regents, through the State Education Department, of students with disabilities, English language learners, and students who are eligible for the free- and reduced-price lunch program.</p>	<p>Goal partially met. ELL's have remained the same from the last school year at 17 students. 4 ELL students tested out and 4 new students were identified as ELL's. Special Education students have increased by 2 students and is now a total of 43 students. HCCS has 61% of their students as free and reduced price lunch.</p>
<p>Each year, the HCCS Principal will achieve ratings of Proficient or Distinguished, and an average percentile score of 85% or higher, using the VAL-ED leadership evaluation system, developed at Vanderbilt University.</p>	<p>Goal Met. The Principal's overall total effectiveness score based on the average ratings of all respondents is 488. The performance level is Distinguished and the percentile rank is 99 percent.</p>
<p>Each year, student enrollment will be within 15% of full enrollment as defined in the HCCS' charter contract. This will be analyzed annually and monitored bi-monthly.</p>	<p>Goal Met. ATS is used to monitor student attendance throughout the school year. In addition, HCCS reports their student FTE to NYC DOE bi-monthly by submitting reports on the charter school vendor portal.</p>
<p>Each year, parents will express satisfaction with HCCS' program, based on the NYCDOE School 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 at least 50% of the parents participate in the survey.</p>	<p>Goal Met</p>
<p>Each year, teachers will express satisfaction with HCCS' leadership and professional development opportunities, based on the NYCDOE School Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic</p>	<p>Goal Met</p>

	Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if at least 50% of the teachers participate in the survey.	
	Each year, students in grades 5 through 8 will express satisfaction with HCCS' staff and programs, based on the NYCDOE School 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 at least 50% or more of the students participate in the survey.	Goal Met
Financial Goals	Each year, HCCS will operate on a balanced budget and maintain a stable cash flow.	Goal Met
	Each year, HCCS will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Goal Met

## APPENDIX E: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

The School has not provided information regarding the recruitment efforts of special populations.

## APPENDIX F: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at [http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516\\_V1\\_August2015.pdf](http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf).