The Hellenic Classical Charter School
646 5TH Avenue
Brooklyn, New York, 11215
Tel: (718) 499-0957 Fax: (718) 499-0959

CHRISTINA TETTONIS
PRINCIPAL

JOY PETRAKOS
DIRECTOR OF OPERATIONS

July 30, 2007

Ms. Jeannemarie Hendershot
Office of Charter Schools
New York City Department of Education
52 Chambers Street, Room 405
New York, NY 10007

Dear Ms. Hendershot:

I am pleased to enclose the Hellenic Classical Charter School's 2007 Annual Report. The following package contains:

- Annual Report Cover Sheet
- Financial Plan Summary Sheet
- Student Assessment Data Sheets
- Student Attrition Table
- Teacher Attrition Table
- Report of Progress Towards Accountability Goals
- Board of Trustees Disclosure Forms
- Signed Assurances

As required, I am sending you an original plus eight copies of the entire submission.

Please do not hesitate to contact me if you have any questions. I can be reached at 718-499-0957 and by e-mail at ctettonis@aol.com. I look forward to working with you this year.

Sincerely yours,

Christina Tettonis

Christina Tettonis
Principal

The State Education Department
The University of the State of New York

Office of School Improvement (Regional)
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2006 - 2007

Charter School Information and Cover Page

Name of Charter School **Hellenic Classical Charter School**

Address **646 Fifth Avenue**

Brooklyn, NY 11215

Telephone **718-499-0957** **Fax** **718-499-0959**

BEDS # **331500860878**

District/CSD of Location **CSD 15**

Charter Entity **New York City Department of Education**

Head of School (Contact Person) **Christina Tettonis**
(print name)

E-mail address of contact person ctettonis@aol.com

President, Board of Trustees **Charles Capetanakis**
(print name)

E-mail address and Phone Number of Board President **cc@dmlegal, 212-557-7200**

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF ELEMENTARY, MIDDLE,
SECONDARY AND CONTINUING EDUCATION
PROGRAMS
ROOM 462, EDUCATION BUILDING ANNEX
ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL
REPORT OF FISCAL PERFORMANCE
FOR THE SCHOOL YEAR ENDED 6/30/07

Charter School Code: 3 3 1 5 0 0 8 6 0 8 7 8

Charter School Name: Hellenic Classical Charter School
Contact Person: Christina Tettonis, Principal
Phone: 718-499-0957

REVENUES

A. STATE SOURCES	
B. FEDERAL SOURCES	
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	$1,772,601
2. STATE AID-PUPILS WITH DISABILITIES	
3. FED. AID-PUPILS WITH DISABILITIES	
4. OTHER REV FROM PUB SCH DISTRICTS	
D. ALL OTHER REVENUES	71,155
E. TOTAL REVENUES FROM ALL SOURCES	$1,843,756
S. ENROLLMENT	178
T. EXPENDITURES PER PUPIL	$9241.37 (R/S)

EXPENDITURES

	SALARIES	OTHER	TOTAL
F. GENERAL ADMINISTRATION	$215,840	191,126	406,966
G. INSTRUCTIONAL SUPERVISION	75,161	50,840	126,001
H. ALL OTHER INSTRUCTION	497,869	95,605	593,474
I. PUPIL SERVICES		5,044	5,044
J. PUPILS WITH DISABILITIES			
K. TRANSPORTATION		3,900	3,900
L. COMMUNITY SERVICE		301	301
M. OPERATION & MAINTENANCE	33,966	284,816	318,782
N. EMPLOYEE BENEFITS			$155,485
O. DEBT SERVICE			$18
P. SCHOOL LUNCH			$10,459
Q. CAPITAL EXPENSE			$24,534
R. GRAND TOTAL EXPENDITURES			$1,644,964

COMPLETED FORM MUST BE RETURNED
NO LATER THAN AUGUST 1, 2007

Signature: Christina Tettonis
Chief School Officer

Date: 7/25/07

Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2006-07Annual Report

Name of Charter School: **Hellenic Classical Charter School**

Grades 3 – 8 State ELA Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2006-07	1	3	20	2	2	6	14	1	1	4	18	2												
2005-06	3	3	11	1	1	3	11	1																

Grades 3 – 8 State Math Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2006-07	0	2	15	9	0	6	14	3	2	5	14	4												
2005-06	2	1	11	4	1	3	7	5																

Student Assessment Data
2006-07

Name of Charter School: **Hellenic Classical Charter School**

Name of Test: **Iowa Test of Basic Skills (ITBS)** **Subtest:** **Total Reading**

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (*Indicate Type of Score, e.g., NCE*)	Qualitative Level and Percent Attaining*	Other **
1	9/2006	43	0	0	0	43	NCE	38	NA
2	9/2006	23	0	0	0	23	NCE	35	NA
3	9/2006	25	0	0	0	25	NCE	53	NA
4	9/2006	23	0	0	0	23	NCE	52	NA
5	9/2006	24	0	0	0	24	NCE	47	NA

*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Student Assessment Data
2006-07

Name of Charter School: **Hellenic Classical Charter School**

Name of Test: **Iowa Test of Basic Skills (ITBS)** **Subtest:** **Total Reading**

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (*Indicate Type of Score, e.g., NCE*)	Qualitative Level and Percent Attaining*	Other **
1	5/2007	43	0	0	0	43	NCE	43	NA
2	5/2007	23	0	0	0	23	NCE	42	NA
3	5/2007	26	1	0	0	25	NCE	52	NA
4	5/2007	23	0	0	0	23	NCE	51	NA
5	5/2007	25	1	0	0	24	NCE	49	NA

*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Student Assessment Data
2006-07

Name of Charter School: **Hellenic Classical Charter School**

Name of Test: **Iowa Test of Basic Skills (ITBS)** **Subtest:** **Total Math**

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (*Indicate Type of Score, e.g., NCE)*	Qualitative Level and Percent Attaining*	Other **
1	9/2006	43	0	0	0	43	NCE	33	NA
2	9/2006	23	0	0	0	23	NCE	34	NA
3	9/2006	25	0	0	0	25	NCE	47	NA
4	9/2006	23	0	0	0	23	NCE	59	NA
5	9/2006	24	0	0	0	24	NCE	64	NA

*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Student Assessment Data
2006-07

Name of Charter School: **Hellenic Classical Charter School**

Name of Test: **Iowa Test of Basic Skills (ITBS)** **Subtest:** **Total Math**

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score *(Indicate Type of Score, e.g., NCE)*	Qualitative Level and Percent Attaining*	Other **
1	5/2007	43	0	0	0	43	NCE	41	NA
2	5/2007	23	0	0	0	23	NCE	41	NA
3	5/2007	26	1	0	0	25	NCE	49	NA
4	5/2007	23	0	0	0	23	NCE	55	NA
5	5/2007	25	1	0	0	24	NCE	58	NA

*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Student Assessment Data
2006-07

Name of Charter School: **Hellenic Classical Charter School**

Name of Test: **Iowa Test of Basic Skills (ITBS)** **Subtest:** **Social Studies**

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (*Indicate Type of Score, e.g., NCE)*	Qualitative Level and Percent Attaining*	Other **
1	9/2006	43	0	0	0	43	NCE	44	NA
2	9/2006	23	0	0	0	23	NCE	54	NA
3	9/2006	25	0	0	0	25	NCE	55	NA
4	9/2006	23	0	0	0	23	NCE	50	NA
5	9/2006	24	0	0	0	24	NCE	55	NA

*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Student Assessment Data
2006-07

Name of Charter School: **Hellenic Classical Charter School**

Name of Test: **Iowa Test of Basic Skills (ITBS)**

Subtest: **Social Studies**

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (*Indicate Type of Score, e.g., NCE*)	Qualitative Level and Percent Attaining*	Other **
1	5/2007	43	0	0	0	43	NCE	47	NA
2	5/2007	23	0	0	0	23	NCE	52	NA
3	5/2007	26	1	0	0	25	NCE	53	NA
4	5/2007	23	0	0	0	23	NCE	50	NA
5	5/2007	25	1	0	0	24	NCE	51	NA

*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Student Assessment Data
2006-07

Name of Charter School: **Hellenic Classical Charter School**

Name of Test: **Iowa Test of Basic Skills (ITBS)** **Subtest:** **Science**

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score *(Indicate Type of Score, e.g., NCE)*	Qualitative Level and Percent Attaining*	Other **
1	9/2006	43	0	0	0	43	NCE	38	NA
2	9/2006	23	0	0	0	23	NCE	40	NA
3	9/2006	25	0	0	0	25	NCE	46	NA
4	9/2006	23	0	0	0	23	NCE	58	NA
5	9/2006	24	0	0	0	24	NCE	56	NA

*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Student Assessment Data
2006-07

Name of Charter School: **Hellenic Classical Charter School**

Name of Test: **Iowa Test of Basic Skills (ITBS)** **Subtest:** **Science**

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (*Indicate Type of Score, e.g., NCE)*	Qualitative Level and Percent Attaining*	Other **
1	5/2007	43	0	0	0	43	NCE	44	NA
2	5/2007	23	0	0	0	23	NCE	45	NA
3	5/2007	26	1	0	0	25	NCE	48	NA
4	5/2007	23	0	0	0	23	NCE	54	NA
5	5/2007	25	1	0	0	24	NCE	53	NA

*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

THE HELLENIC CLASSICAL CHARTER SCHOOL

Grade 5:

Social Studies Scores for 2006-2007 School Year

Levels	# of Students
Level 1	2
Level 2	3
Level 3	15
Level 4	6
	TOTAL :26

- 81 % of Grade 5 students received a Level 3 and Level 4.
- 7.7 % of Grade 5 students received a Level 1.
- 11.5% of Grade 5 students received a Level 2.

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Grade 4:

Science Scores for 2006-2007 School Year

Levels	# of Students
Level 1	1
Level 2	4
Level 3	9
Level 4	7
	TOTAL: 21

- 76% of Grade 4 students received a Level 3 and Level 4
- 5% of Grade 4 students received a Level 1
- 19% of Grade 4 students received a Level 2

Hellenic Classical Charter School Student Attrition Rates
2006-07

Grade	Enrollment	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Kdg.	# Enrolled	41	41	41	38	38	39	39	39	39	39	38	38	45
	#Leaving	0	0	5	1	0	0	0	0	0	1	0	0	7
	% Attrition	0%	0%	12%	3.6%	0%	0%	0%	0%	0%	2.5%	0%	0%	16%
1st	# Enrolled	49	49	53	50	50	50	51	47	44	44	43	43	55
	#Leaving	0	0	3	0	0	1	4	3	0	1	0	0	12
	% Attrition	0%	0%	5.7%	0%	0%	2%	8%	6.4%	0%	2.3%	0%	0%	22%
2nd	# Enrolled	24	24	26	23	24	24	24	25	23	23	23	23	29
	#Leaving	0	0	4	0	0	0	0	2	0	0	0	0	6
	% Attrition	0%	0%	15%	0%	0%	0%	0%	8%	0%	0%	0%	0%	21%
3rd	# Enrolled	24	24	26	25	25	25	26	26	26	26	26	26	27
	#Leaving	0	0	1	0	0	0	0	0	0	0	0	0	1
	% Attrition	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%
4th	# Enrolled	23	23	25	25	24	22	23	23	23	23	23	23	26
	#Leaving	0	0	0	1	2	0	0	0	0	0	0	0	3
	% Attrition	0%	0%	0%	4%	8%	0%	0%	0%	0%	0%	0%	0%	12%
5th	# Enrolled	22	22	26	25	25	25	25	25	25	25	25	25	27
	#Leaving	0	0	2	0	0	0	0	0	0	0	0	0	2
	% Attrition	0%	0%	8%	0%	0%	0%	0%	0%	0%	0%	0%	0%	7%
6th	# Enrolled													
	#Leaving													
	% Attrition													

Hellenic Classical Charter School Teacher Attrition Rates
2006-07

Grade	Teachers	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Kdg.	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	3
	#Leaving	0	1	0	0	0	0	0	0	0	0	0	0	1
	% Attrition	0%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	33%
1st	# Employed	1	2	2	2	2	2	2	2	2	2	2	2	2
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2nd	# Employed	1	1	1	1	1	1	1	1	1	1	1	1	1
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
3rd	# Employed	1	1	1	1	1	1	1	1	1	1	1	1	1
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
4th	# Employed	1	1	1	1	1	1	1	1	1	1	1	1	1
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
5th	# Employed	1	1	1	1	1	1	1	1	1	1	1	1	1
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
6th	# Employed													
	#Leaving													
	% Attrition													

Hellenic Classical Charter School
2006-07 Report

on

Progress Made Towards Accountability Goals

Submitted to

New York City Department of Education Office of New Schools

and

The New York State Education Department

July 30, 2007

Hellenic Classical Charter School
Annual Report
August 1, 2007

Goal I: HCCS students will become proficient readers of the English language.

Measure 1 (Absolute): Student Performance on ECLAS-2.

1. For the 2006-07 through 2009-2010 school years, 75% of kindergarten students will perform at Level 1 on the rhyme recognition (RR), rhyme generation (RG), syllable clapping (SC) and initial consonants (IC) and at or above a Level 2 on ABC recognition (ABC) and spelling (SP) strands on the Spring administration of the ECLAS-2

Method: HCCS administers the ECLAS-2, an early literacy assessment, to its Kindergartners at the end of each school year. The 2006-07 school year was the first year the assessment was instituted at HCCS.

Results: The following table provides the results of the 39 Kindergartners who were assessed using the ECLAS-2. The percentage of students scoring a 1 on RR, RG, SC and IC and a 2 on ABC and SP are indicated in Table 1.

Table 1. Percent Kindergarten Students Proficient by Skill on ECLAS

	RR	RG	SC	IC	ABC*	SP
Grade K N = 39	100%	74.4%	89.7%	94.9%	65%	56.4%

*Due to a calculation error, this percentage is based on only 20 of the students.

Analysis/Evaluation: While some of the specific areas were below 75%, overall the average of students scoring as proficient is 81.4% so this goal was met.

Additional Evidence: Three of the most difficult subtests were not included in the accountability plan: Final Consonants (FC), Blending (BL), and Segmenting (SG). These three skills are central to phonemic awareness and future reading abilities and on these subtests, this group of Kindergarten students performed very well: 87% were proficient on FC, 72% on BL, and 82% on SG. Further, 38% of these students are performing *above grade level* on Sight Words.

2. For the 2006-07 through 2009-10 school years, 75% of the first grade students will perform at Level 4 on the spelling and decoding strands on the spring administration of the ECLAS-2.

Method: ECLAS-2 was administered to First Grade students in the Fall—the beginning of the school year—and in the Spring—at the end of the year.

Results: The results are as follows: 57.4% of the students were at grade level in Spelling while 46.8% were at grade level in Decoding. Of those students who were at grade level in Decoding, 63.6% scored above grade level.

Table 2. Fall 2006 and Spring 2007: Percentage of Grade 1 Students at Grade Level on ECLAS-2 Subtests Spelling and Decoding.

N=47	Spelling	Decoding
Fall 2006	50%	25%
Spring 2007	57.4%	46.8%

Analysis/Evaluation: The results illustrated in Table 2 above indicate that with 57.4% of Grade 1 students at grade level in Spelling and 46.8% of Grade 1 students at grade level in Decoding, this goal was not met. However, as described in the next section, Additional Evidence, while HCCS fell well short of our goal of having at least three-quarters of our first grade students at grade level in these skills, they did exhibit significant improvement over the course of the school year.

Additional Evidence: While the percentage of proficiency was lower than expected, when compared to the fall administration there is meaningful improvement. On the spelling strand in the fall 50% of the students were at grade level; now there are 57.4% proficient. On the decoding strand only 25% were at grade level in the fall; now there are 46.8%--a significant improvement.

3. For the 2006-07 through 2009-10 school years, 75% of the second grade students will perform at or above Level 6 on spelling and decoding strands on the spring administration of the ECLAS-2.

Method: HCCS administered the ECLAS-2 to its Grade 2 students in Fall 2006—the beginning of the school year—and Spring 2007—the end of the school year.

Results: Table 3 below highlights the results of the administration of the ECLAS-2 for Grade 2.

Table 3. Fall 2006 and Spring 2007: Percentage of Grade 2 Students at Grade Level on ECLAS-2 Subtests Spelling and Decoding.

N=21	Spelling	Decoding
Fall 2006	31.3%	44%
Spring 2007	33.3%	66.7%

Analysis/Evaluation: The results delineated in Table 3 indicate that with only 33.3% of the HCCS Grade 2 students scoring at grade level in spelling and 66.7% of HCCS Grade 2 students scoring at grade level in decoding, the goal of having at least three-quarters of the second graders performing at grade level on these skills was not met.

Additional Evidence: While the percentage of proficiency was lower than expected, when compared to the fall administration there is improvement. On the spelling strand in the fall 31.3% of the students were at grade level; now there are 33.3% proficient. On the decoding strand only 44% were at grade level in the fall; now there are 66.7%--a significant improvement.

Further, now that the students are older, it is possible to look at the reading strand. In this group of 2nd graders, 76.2% are reading at grade level. Of those reading at grade level, 68.8% are reading above grade level.

Measure 2 (Absolute): Student Performance on the New York State ELA Examination.

1. For the 2006-07 through 2009-10 school years, 75% of 3rd through 8th graders who are enrolled in at least their second year at HCCS will perform at or above Level 3 on the New York State English Language Arts (ELA) examination.

Method: New York State administers an annual English Language Arts exam to grades 3 through 8. Students who score a level 3 or 4 demonstrate proficiency in ELA. In January, HCCS administered the ELA test to its Grade 3, 4 and 5 classes.

Results: HCCS is proud of the fact that for its Grade 3 and Grade 5 classes, the School's goal of 75% proficiency was met even when *all* students were included in the analysis, not just the two-year cohort. Table 4 shows the results for all students in the school as compared to the cohort group:

Table 4. Number and Percent of HCCS Students Performing at Levels 1-4 on the NYS ELA Assessment in Grades 3-5.

	Levels:	**1 (%)**	**2 (%)**	**3 (%)**	**4 (%)**	**3 + 4 (%)**
Grade 3	*2-yr Cohorts n=21*	1 (4.5%)	2 (9.1%)	16 (72.7%)	2 (9.1%)	**16 (81.8%)**
	All Students n=26	1 (3.8%)	3 (11.5%)	20 (76.9%)	2 (7.7%)	**22 (84.6%)**
Grade 4	*2-yr Cohorts n=18*	2 (11.1%)	3 (16.7%)	13 (72.2%)	0 (0%)	**13 (72.2%)**
	All Students n=23	2 (8.7)	6 (26.1%)	14 (60.9%)	1 (4.3%)	**15 (65.2%)**
Grade 5	*2-yr Cohorts n=15*	0 (0%)	2 (13.3%)	12 (80%)	1 (6.7%)	**13 (86.7%)**
	All Students n=25	1 (4%)	4 (16%)	18 (72%)	2 (8%)	**20 (80%)**
All Grades	*2-yr Cohorts*	3 (5.6%)	7 (13.0%)	41 (75.9%)	3 (5.6%)	**44 (81.5%)**
	All Students	4 (5.4%)	13 17.6%)	52 (70.3%)	5 (6.8%)	**57 (77.1%)**

Analysis/Evaluation: On average, 77% of the students in all Grades 3-5 performed at or above a Level 3 on the NYS ELA exam. On average, 81.5% of the students in the two-year cohort scored at or above a Level 3 on the NYS ELA exam. This goal was successfully achieved in Grades 3 and 5 achieving proficiency over 75% while Grade 4 just missed achieving the goal by 2.8 percentage points, which translates into falling short of the goal by less than 1 student.

Additional Evidence: HCCS is very confident that it is making significant progress in the acquisition of English Language Arts skills by all its students. Its students in Grades 3 and 5 outperformed the School's stated goals by a significant percentage. And, while Grade 4 fell short of the goal, as was stated previously, it missed the goal by *less than* 1 student. The Grade 4 cohort, furthermore, made marked improvement over their performance on the Grade 3 ELA assessment in 2006. In 2006, 68.8% of this cohort performed at proficiency, thus they exhibited an increase of 3.4 percentage points this year in their performance on the 2007 ELA assessment.

2. Each year, the School's aggregate Performance Index on the New York State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

The reports have not been distributed by NYS ED but HCCS is confident that it will meet its AMO and will make Annual Year Progress (AYP) and be labeled as a "School In Good Standing".

Measure 3 (Comparative): Student performance as compared to students in similar schools and home districts on the New York State ELA Examination.

1. Each year, the percent of students who are enrolled in at least their second year at HCCS and performing at or above Level 3 on the New York State ELA examination in each tested grade will be greater than that of CSD 15 and the citywide average.

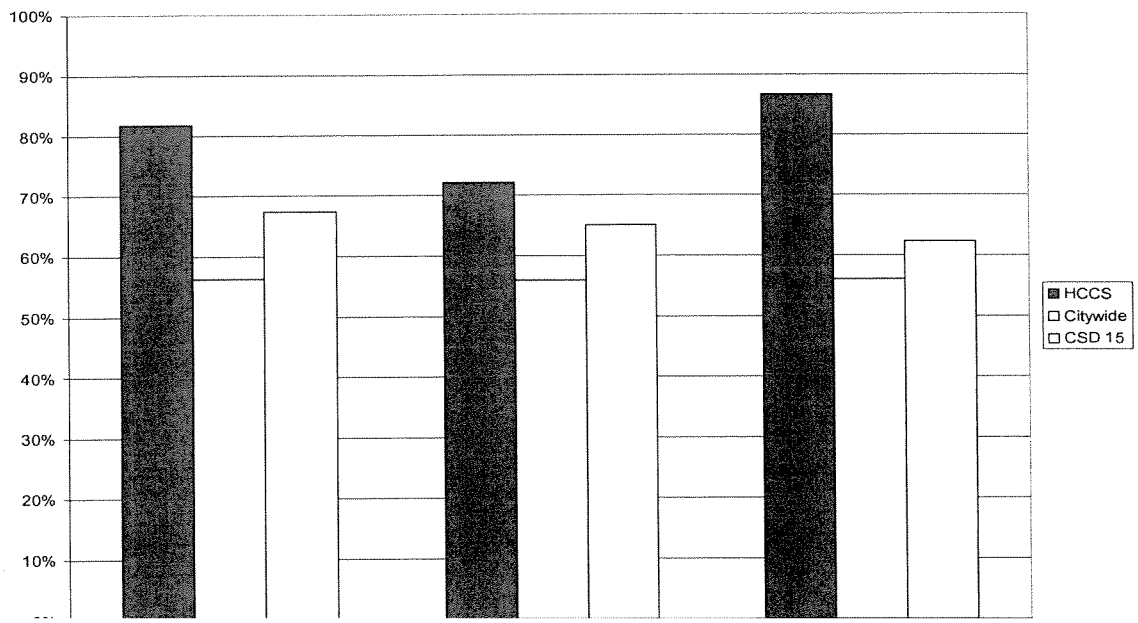
Method: HCCS compares its two-year cohort performance at each grade level against Community School District 15 and the City.

Results: As Table 5 and Graph 1 illustrate, HCCS met this goal for all grades tested. Its students *significantly* outperformed both the city and the CSD 15. This goal was successfully met.

Table 5. Comparison of HCCS Performance on 2007 NYS ELA versus the City and District 15

2007 ELA Test		HCCS	Citywide	CSD 15
Grade 3	*2-yr Cohorts*	81.8%	56.4%	67.4%
Grade 4	*2-yr Cohorts*	72.2%	56.0%	65.1%
Grade 5	*2-yr Cohorts*	86.7%	56.1%	62.4%

Graph 1. Graphical Illustration of HCCS Performance on 2007 NYS ELA versus the City and District 15.



Analysis/Evaluation: The results above indicated that HCCS outperformed the City and District 15 on the NYS ELA exam.

Action Plan: The School will continue to commit itself to strong professional development and the use of ongoing assessment to drive instructional decisions in the classroom. Overall, its curriculum and instructional practices to date have proven to be effective in achieving strong student performance in ELA. As described later at the end of this section, HCCS will provide more focused work with the 2006-07 Grade 4 cohort which has exhibited some weaknesses academically.

2. Conditional upon the data for similar schools being made available to HCCS, each year, the percent of students performing at or above Level 3 on the New York State ELA exam in each tested grade will place the school in the top quartile of all similar schools as determined by the Department of Education and based on the similar school categories generated by the New York State education department and the New York City Department of Education.

We have not been notified of which schools will be used as similar schools. This analysis will be completed by New York State Education Department later in the fall.

3. For the 2006-07 through 2009-10 school years, each grade-level cohort of students will reduce by one-half, the gap between the percent at or above Level 3 on previous year's New York State ELA exam and 75% at or above Level 3 on the current year's New York State ELA exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Method: HCCS uses the results of the NYS ELA assessment for each two-year cohort in order to calculate progress towards this goal.

Results: Table 6 below provides a breakdown of the results towards this goal. In each grade level, the goal was met.

Table 6.	**Percent of Students in Two-Year Cohort Who Tested as Proficient (Levels 3+4) on NYS ELA Exam by School Year**		
	SY05-06	**SY06-07**	**Increase (Decrease)**
Grade 4 Two-Year Cohorts	68.8%	72.2%	+3.4%
Grade 5 Two-Year Cohorts	80.0%	86.7%	+6.7%

Analysis/Evaluation: This goal was met with the Grade 4 cohort: (75% - 68.8% = 6.2; 6.2/ 2 = 3.1.) The goal was met by 0.3%. The goal was met for the Grade 5 cohort as well, with the percentage of students performing at proficiency increasing from 80% proficiency to 86.7% proficiency.

Action Plan: As stated previously, the School will continue to commit itself to strong professional development and the use of ongoing assessment to drive instructional decisions in the classroom. Overall, its curriculum and instructional practices to date have proven to be effective in achieving strong student performance in ELA. As described later at the end of this section, HCCS will provide more focused work with the 2006-07 Grade 4 cohort which has exhibited some weaknesses academically.

Measure 4 (Value-Added): Student Proficiency on NCE for the Iowa Test of Basic Skills.

1. For the 2007-08 through 2009-10 school years, 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 an NCE of 50 (grade level) in the current spring. If a grade-level cohort exceeds and NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

This is the first year the ITBS was administered and therefore, this analysis cannot be computed until the end of the next school year as per the metric above.

Summary

Based on all the outcome measures for English Language Arts, HCCS is confident that the School has done significantly well in achieving its overall goal of producing students who are proficient in the English language. The School has in place a powerful English Language Arts curriculum that is intimately linked with regular and ongoing assessment (Breakthrough to Literacy and the Diagnostic Reading Assessments) and quality staff development. These three factors have empowered our teachers, many of whom are relatively young in the teaching profession, and have allowed them to effectively deliver high quality instruction in the classroom using data to drive their instructional decision making.

HCCS is extremely proud of the performance of its students on the New York State assessments in ELA and Math over the last two years. Their performance is a testament to the kind of instruction that takes place in the classroom and the support they receive from the commitment the School has made to professional development. The scores further validate our choice of skills-based curricula the School has implemented for the delivery of ELA instruction and the choice of ongoing assessment utilized in the classroom to provide teachers with real-time data to differentiate instruction. As a reminder, the School requested an amendment to its Charter to approve the use of the curricula and additional assessment protocol it utilized in the school's first year of operation which differed from what was proposed in the Charter.

Action Plan

We are not ready, however, to rest on our laurels. HCCS is mindful of what all the data is telling us, and especially the ECLAS data has pointed out areas to which we will want to devote more attention, focus and staff training. In particular, while our students have performed exceedingly well on the NYS ELA tests, the early literacy assessment ECLAS-2 that we administer to our K-3 students have pointed out areas of weakness in spelling and decoding starting at the Kindergarten level. In the Kindergarten classes, while spelling and alphabet recognition did not reach the goal, the fact that the initial consonants, final consonants, blending, and segmenting skills are so high indicates that these students have a strong base in phonemic awareness and are hearing the sounds of the letters. What the ECLAS-2 results are telling us is that our students need more experience with manipulating the written word and with spelling. Integrating focused spelling exercises starting with the kindergarten curriculum and continuing into the upper grades for the coming year will quickly raise these abilities. This year the phonemic awareness aspects of the curriculum have been strengthened and we predicted the upcoming students to score much stronger in this area. This will be tested in the fall by closely examining the ECLAS results of the incoming 1st graders to assess whether the program last year was successful at increasing decoding skills.

HCCS will continue to support its instructional staff with strong professional development. After two years working with CEI-PEA which provided staff developers to the school, the staff training and development function has been brought in-house beginning this September. The School has hired a former public school teacher with strong experience in staff training to work closely with the School Principal to provide daily support to teachers. An integral part of staff training in the use of assessment to inform curriculum and instruction will continue to be of high priority at the school.

In looking closely at the Grade 4 cohort and reviewing the climate of that particular class this year. It was noted that the teacher struggled with classroom management issues which would have an impact on classroom instruction. While there was specific staff development provided to her on classroom management, it did remain an issue throughout the course of the year. As will be noted on the NYS math scores section, the 4th grade class performance in math was also impacted by this and in fact there was a decrease in their performance from their proficiency rate on the 3rd grade Math test in 2006. As a whole, specific staff development will focus on the needs of the instructor for this particular class of students so that the impact of classroom management issues are lessened or better yet eliminated.

Finally, while there were only 4 students who were identified with IEPs in this class, there were a number of students whom both the classroom teacher and special education teacher felt needed to be evaluated for services. If evaluated, these students may have received IEPS that indicated the kind of services that were needed to be provided to them in order for them to be more effective learners in the classroom. This avenue will continue to be pursued next year in order to benefit the students.

Goal II: HCCS students will demonstrate proficiency in the understanding and application of mathematical skills and concepts.

Measure 1 (Absolute): Student Performance on the New York State Mathematics Examination.

1. For the 2006-07 through 2009-10 school years, 75% of 3rd through 5th graders who are enrolled in at least their second year at HCCS will perform at or above Level 3 on the New York State English Language Arts (ELA) examination.

Method: New York State administers an annual Mathematics exam to grades 3 through 8. Students who score a level 3 or 4 demonstrate proficiency in ELA. In March, HCCS administered the Math test to its Grade 3, 4 and 5 classes.

Results: Similar to the School's performance on the NYS ELA exam, HCCS students had strong performance on the NYS Math test. The averages for the entire school are very strong and the goal was met based on the school average for all students, as well as for the two-year cohort. Table 7 below summarizes the results for all students in the school as compared to the cohort group:

Table 7: Number and Percent of HCCS Students Performing at Levels 1-4 on the NYS Mathematics Assessment in Grades 3-5.

	Levels:	1 (%)	2 (%)	3 (%)	4 (%)	3 + 4 (%)
Grade 3	*2-yr Cohorts n=21*	0 (0%)	1 (4.8%)	11 (52.4%)	9 (42.9%)	**20 (95.3%)**
	All Students n=26	0 (0%)	2 (7.7%)	15 (57.7%)	9 (34.6%)	**24 (92.3%)**
Grade 4	*2-yr Cohorts n=18*	0 (0%)	5 (27.8%)	11 (61.1%)	2 (11.1%)	**13 (72.2%)**
	All Students n=23	0 (0%)	6 (26.1%)	14 (60.9%)	3 (13.0%)	**17 (73.9%)**
Grade 5	*2-yr Cohorts n=15*	0 (0%)	3 (20%)	10 (66.7%)	2 (13.3%)	**12 (80%)**
	All Students n=25	2 (8%)	5 (20%)	14 (56%)	4 (16%)	**18 (72%)**
All Grades	*2-yr Cohorts*	0 (0%)	9 (16.7%)	32 (59.3%)	13 (24.1%)	**45 (83.4%)**
	All Students	2 (2.7%)	13 (17.6%)	43 (58.1%)	16 (21.6%)	**59 (79.7%)**

Analysis/Evaluation: On average, 79.7% of the students in all grades performed at or above a Level 3 on the NYS Mathematics. On average, 83.4% of the students in the two-year cohort scored at or above Level 3 on the NYS ELA exam. This year's 3rd grade class as a whole scored very high at 92.3% indicating that the intensive staff development that is an integral part of the HCCS academic model continues to be successful. The 4th grade did not reach the 75% proficiency goal for the cohort, just missing it again as it did for ELA by 2.8 percentage points or less than 1 student.

Additional Evidence: HCCS is very confident that it is making significant progress in the acquisition of mathematics skills by all its students. Its students in Grades 5 and especially Grade 3 outperformed the School's stated goals by a significant percentage. Clearly, however, as described in the ELA section, the current Grade 4 cohort will need more support and their teacher more focused staff development in potential areas of classroom management that had negatively impacted instruction in the classroom this past year.

We are also pleased that there were only two students (2.7%) who scored at Level 1 in math. Further, both of these students were new to the school this year.

2. Each year, the School's aggregate Performance Index on the New York State Mathematics exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

The reports have not been distributed by NYS ED but HCCS is confident that it will meet its AMO and will make Annual Year Progress (AYP) and be labeled as a "School In Good Standing".

Measure 2 (Comparative): Student performance as compared to students in similar schools and home districts on the New York State Mathematics Examination.

1. Each year, the percent of students who are enrolled in at least their second year at HCCS and performing at or above Level 3 on the New York State Mathematics examination in each tested grade will be greater than that of CSD 15 and the citywide average.

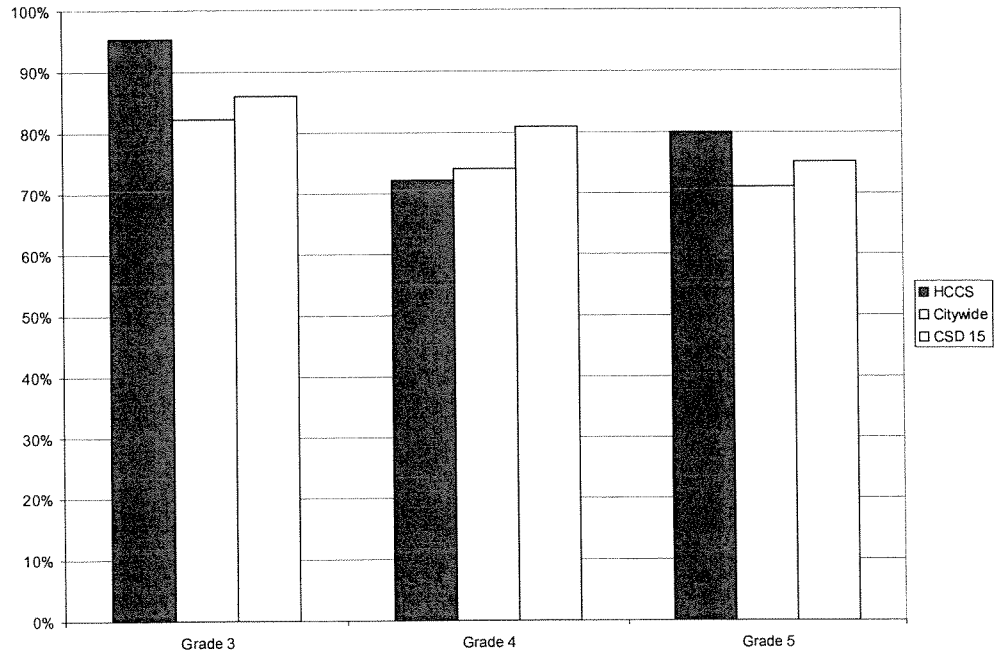
Method: HCCS compares its two-year cohort performance at each grade level against Community School District 15 and the City.

Results: As Table 5 and Graph 1 illustrate, HCCS met this goal for Grades 3 and 5. Its students *significantly* outperformed both the city and the CSD 15. Thus, this goal was successfully met for those Grades. However, Grade 4 fell short of the goal against both the City and CSD 15 results.

Table 8. Comparison of HCCS Performance on 2007 NYS Math versus the City and District 15

2007 Math Test		HCCS	Citywide	CSD 15
Grade 3	*2-yr Cohorts*	95.3%	82.2%	86.1%
Grade 4	*2-yr Cohorts*	72.2%	74.1%	80.9%
Grade 5	*2-yr Cohorts*	80.0%	71.1%	75.2%

Graph 2. Graphical Illustration of HCCS Performance on 2007 NYS Math versus the City and District 15.



Analysis/Evaluation: Grade 4 lagged behind both the city and district in math. Grades 3 and 5 met the objective scoring higher than the city or district. As described previously, HCCS has recognized the need for an increased focus on this Grade 4 cohort. Classroom management was an issue for this

instructor and had impacted instruction. Once the item analysis of the Math test is made available to schools, HCCS will look more closely at the individual areas of math skills and concepts of the students to find if there are classroom wide weaknesses that need overall attention as well as identify individual student weaknesses that need more focus through differentiated instruction.

2. Conditional upon the data for similar schools being made available to HCCS, each year, the percent of students performing at or above Level 3 on the New York State Mathematics exam in each tested grade will place the school in the top quartile of all similar schools as determined by the Department of Education and based on the similar school categories generated by the New York State education department and the New York City Department of Education.

HCCS has not been notified of which schools will be used as similar schools. This analysis will be completed by New York State Education Department later in the fall.

3. For the 2006-07 through 2009-10 school years, each grade-level cohort of students will reduce by one-half, the gap between the percent at or above Level 3 on previous year's New York State Mathematics exam and 75% at or above Level 3 on the current year's New York State Mathematics exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Method: HCCS uses the results of the NYS Math assessment for each two-year cohort in order to calculate progress towards this goal.

Results: Table 9 summarizes progress towards this goal for Grades 4 and 5 on the NYS Math exam.

Table 9.	**Percent of Students in Two-Year Cohort Who Tested as Proficient (Levels 3+4) on NYS Mathematics Exam by School Year**		
	SY05-06	**SY06-07**	**Increase (Decrease)**
Grade 4 Two-Year Cohorts	77.8%	72.2%	-5.6%
Grade 5 Two-Year Cohorts	73.3%	80%	+6.7%

Analysis/Evaluation: This goal was met for the Grade 5 cohort increasing their scores by 6.7% passing the 75% goal to attain a full 80% of the cohorts as scoring proficient. The Grade 4 cohort fell short by not only *decreasing* in percent at proficiency, but by falling below the 75% benchmark.

Additional Evidence: While the School believes strongly that it is making tremendous progress in the overall mathematics achievement of its students, it recognizes that its 2006-07 Grade 4 class cohort has presented particular challenges that need to have more focused attention and intervention in the coming school year. The School is determined not to continue to have this class slide downwards in acquisition of the skills and concepts necessary to remain at grade level. The School's commitment to high quality ongoing staff development will serve it well in identifying areas of academic weakness and providing training to support the instructional capacity of its teachers.

Measure 3 (Value-Added): Student Proficiency on NCE for the Iowa Test of Basic Skills.

1. For the 2007-08 through 2009-10 school years, grade-level cohorts of students (for Grades 2 and above) will reduce by one-half, the gap between their average NCED in the previous spring administration of the ITBS, a nationally-normed mathematics test, and an NCE of 50 (grade level) in the current spring. If a grade-level cohort exceeds and NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

This is the first year the ITBS was administered and therefore, this analysis cannot be computed until the end of the next school year.

Summary

With the exception of the Grade 4 class, based on all the outcome measures for Mathematics, HCCS is confident that the School has done significantly well in achieving its overall goal of producing students who are proficient in Mathematics. The School has in place a strong math curriculum with accompanying regular professional development to ensure our teachers have the tools and skills necessary to effectively deliver high quality instruction in the classroom using data to drive their instructional decision making.

HCCS is extremely proud of the performance of its students on the New York State assessments in Math over the last two years. Their performance is a testament to the kind of instruction that takes place in the classroom and the support they receive from the commitment the School has made to professional development. The scores further validate our choice of skills-based curricula the School chose to implement for the delivery of Math instruction. As a reminder, the School requested an amendment to its Charter to approve the use of the curricula and additional assessment protocol it utilized in the school's first year of operation which differed from what was proposed in the Charter.

The 2006 Grade 4 Cohort, however, has provided us with challenges that we will need to address effectively next year in order to avoid a continued decline in their performance in both ELA and Math. A strong focus on this class of students with target professional development for its teacher will hopefully provide the means for a strong turn around for this class next year.

Action Plan

HCCS will continue to support its instructional staff with strong professional development. After two years working with CEI-PEA which provided staff developers to the school, the staff training and development function has been brought in-house beginning this September. The School has hired a former public school teacher with strong experience in staff training to work closely with the School Principal to provide daily support to teachers. An integral part of staff training in the use of assessment to inform curriculum and instruction will continue to be of high priority at the school.

As stated previously, in looking closely at the Grade 4 cohort and reviewing the climate of that particular class this year. It was noted that the teacher struggled with classroom management issues which would have an impact on classroom instruction. While there was specific staff development provided to her on classroom management, it did remain an issue throughout the course of the year. As a whole, specific staff development will focus on the needs of the instructor for this particular class of students so that the impact of classroom management issues are lessened or better yet eliminated.

Finally, while there were only 4 students who were identified with IEPs in this class, there were a number of students whom both the classroom teacher and special education teacher felt needed to be evaluated for services. If evaluated, these students may have received IEPS that indicated the kind of services that were needed to be provided to them in order for them to be more effective learners in the classroom. This avenue will continue to be pursued next year in order to benefit the students.

Goal III: HCCS students will demonstrate proficiency relevant to science achievement.

Measure 1 (Absolute): Student Performance on the New York State Science Examination.

1. For the 2006-07 through 2009-10 school years, 75% of fourth graders who are enrolled in at least their second year at HCCS will perform at or above Level 3 on the New York State Science examination.

The NYS Education Department has not released the science exam scores for SY06-07; but for last year has released scores for 15 of our 5th grade students who took the exam last year in the 4th grade. The results for this 2-year cohort show that 2 (13%) of the students scored at Level 2, meaning that 87% of the remainder (13 students, 6 at Level 3 and 7 at Level 4) of the students were proficient in science for SY05-06. We expect this year's 2-year cohort students in the 4th grade to score just as well on the SY06-07 science test.

Measure 2 (Comparative): Student performance as compared to students in similar schools and home districts on the NYS Science examination.

1. Each year, the percent of students who are enrolled in at least their second year at HCCS and performing at or above Level 3 on the State Science exam in each tested grade will be greater than that of CSD 15 and the citywide average.

Science scores have not been posted for the districts or citywide as of the submission data of this proposal.

Goal IV: HCCS students will demonstrate proficiency relevant to social studies.

Measure 1 (Absolute): Student Performance on the New York State Social Studies Examination.

1. For the 2006-07 through 2009-10 school years, 75% of fifth graders who are enrolled in at least their second year at HCCS will perform at or above Level 3 on the New York State Social Studies examination.

Social Studies scores have not been released for this year. They will be incorporated in this report once available. There was no 5th grade last year.

Measure 2 (Comparative): Student performance as compared to students in similar schools and home districts on the NYS Social Studies examination.

1. Each year, the percent of students who are enrolled in at least their second year at HCCS and performing at or above Level 3 on the New York State Social Studies exam in each tested grade will be greater than that of CSD 15 and the citywide average.

Social Studies scores have not been posted for the districts or citywide as of the submission data of this proposal.

Goal IV: HCCS will be in "Good Standing" each year.

Measure 1: Under the State's No Child Left Behind accountability system, the School's Accountability Status will be "Good Standing" each year.

The information from NYSED has not been distributed year, but HCCS is confident that it will meet its AMO and will make Annual Year Progress (AYP) and be labeled as a "School In Good Standing".

Goal V: HCCS will (meet or) exceed attendance rates of the surrounding district.

Measure 1: Student Attendance

1. Each year, the School will have a daily student attendance rate of at least 95%.

Method: HCCS can retrieve its attendance rate for the 2006-07 from ATS which tracks student attendance among other important data.

Results: HCCS had a 92% attendance rate this year.

Analysis/Evaluation: HCCS fell short of its goal of 95% attendance rate. Data has not been released for the attendance rates of the surrounding District 15; however, data is available for the year to date as of December 31, 2006. The attendance rate through that period for District 15 was 89.8%. If this rate remains consistent for the entire year, HCCS will have exceeded the attendance rate for District 15.

Additional Evidence: The School fell short of its stated goals and will implement new strategies in order to ensure parents uphold their responsibilities in their child's attendance at school.

Summary

HCCS fell short of its attendance goal. In reviewing its daily attendance roster, HCCS identified certain days in which attendance plummeted. On December 22, the last day before the Christmas holiday, student attendance was a low 55.2%, and on the last day of school, attendance was 66.3%. Furthermore, those days during the winter in which there was a snowfall but schools remained open, attendance fell to ranges between 60% and 75%. Many parents are not taking the role they play in setting an example for their children that *every day* of school is important when they choose to keep children home on days like the above.

Action Plan

There is no doubt that the School will need to provide more education to its parents in the important role they play in ensuring their children arrive to school everyday and on time and how strong attendance is tied to strong academic performance. More outreach will be made to parents whose children consistently exhibit excessive absences, including conferences with the guidance counselor and principal.

Goal VI: Parent Satisfaction

Measure 1: HCCS parents will express a high satisfaction rating with the School.

1. Each year, parents will express satisfaction with HCCS' program, based on the School's Parent Survey, in which at least 80% of *all*[1] parents provide a positive response to each of the survey items.

Method: The School distributed a parent survey to each parent in the Spring of 2007.

Results: In June, HCCS received 91 completed parent surveys which represented only 51% of the parent body. Because of the return rate, HCCS is unable to evaluate itself against this goal. Because parents have the option of submitting an anonymous survey, the School was unable to target specific parents who did not return the survey to encourage their completion as the School could not ascertain who had or had not completed surveys.

Analysis/Evaluation: The School is unable to assess itself against this goal as the required number of returned surveys was not achieved.

Additional Evidence: While HCCS only achieved a 51% return rate, those parents who did return the survey expressed very high satisfaction with the school in all categories: Administration, Teachers, Academic Program and Curriculum. Ninety percent of the parents who completed the survey responded with a 4 or 5 (agree or strongly agree, respectively) to statements indicating their positive feeling about aspects of the school. HCCS expects that a similar percentage of parents will continue to express high satisfaction with the School when it is successful in achieving a close to 100% return rate. A blank copy of the 2007 parent survey is provided as Exhibit 1 to this report.

Summary
While HCCS is confident that parents are highly satisfied with their children's experience thus far at the School, we are unable to state that conclusively as we did not receive enough returned surveys for any statistical relevance. The School needs to ensure going forward that it achieves a return rate of close to 100% of the parent survey in order to accurately evaluate itself against this goal.

Action Plan
In order to ensure a return rate of close to 100% on the parent survey going forward, next year and in each successive year, HCCS will tie return of the parent survey with the distribution of each student's final report card.

2. Each year, 95% of all students enrolled in HCCS during the course of the school year, return the following September.

Method: The School has tracked the number of students who have been discharged over the course of the school year and the reasons for discharge.

Results and Analysis/Evaluation: As of this writing of the Annual Report, no parent of a student who was enrolled as of the last day of school, June 22, 2007, has officially informed the School that s/he is

[1] *All* parents include those who do not respond to the survey as well as those who do respond.

withdrawing his or her child. Thus, the School is currently operating under the assumption that all students who were still enrolled as of June 22, 2007 will be returning in September 2007. During the course of the school year, however, 31 students (15%) out of 209 total students were discharged before the end of the year. Of the 31 students who were discharged, 4 moved away from the area making it impossible for the parents to continue to send their child to HCCS and another 10 students were new students to the school in September 2006 who withdrew from the school before the BEDS date of October 4, 2006. Thus, these 14 children who withdrew are not counted in the analysis as to whether the School has met its student retention goal. The remaining 17 students who make up the true student attrition over the course of the school year, represent 8% attrition. Thus, the School had a 92% retention rate, falling slightly short of the 95% retention rate goal.

Additional Evidence: While the school fell short of its goal, it is important to note that it is the very nature of parental school choice that parents can opt in or opt out of a school that they may not feel is the best match for themselves or their child. In HCCS' own experience, some of our parents who withdrew their child from a parochial school upon the child's lottery acceptance to HCCS, ultimately have chosen to send their children back to those schools because of the importance they realized they placed in having their child be in a faith-based school with the moral formation a parochial school can offer that a public school cannot. While HCCS is ultimately holding itself accountable for parental decisions like those that result in the child leaving HCCS, that decision is ultimately not based on dissatisfaction a parent may have had with HCCS' academic program or school environment but rather on their own personal beliefs.

Summary

We feel that overall our parents have high satisfaction with HCCS. The parent surveys that were returned indicate a very high level of satisfaction with all aspects of the school, from its leadership, instructional staff, curriculum and academic program.

Action Plan

In order to decrease as much as possible parents who decide to withdraw their children upon determining the school is not the right fit, HCCS may strategize ways beyond its Open Houses and other current methods that prospective parents can get a stronger sense of the appropriate fit for their child and themselves. The School leadership may seek assistance from the parent's organization for help in understanding what information may have been more helpful to parents to receive before making the decision to enroll their child. If possible, for those parents who discharge their children, the School leadership may try to ascertain from them the reasons for their withdrawing their child. If they reveal dissatisfaction with the school or a perceived lack of fit between them and HCCS, the school may get valuable information from these parents as to what more the School needs to provide prospective parents. In addition, this information may indicate potential changes that may be deemed necessary in the school environment to influential a parents' decision about withdrawal.

Goal VII: HCCS will meet all legal requirements and responsibilities.

Measure 1: Adherence to Contract Terms

1. 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.

The School has complied with all applicable laws, rules, regulations and contracts 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 VIII: HCCS will make responsible financial decisions and demonstrate sound fiscal practices and management.

Measure 1: Financial Compliance

1. Upon completion of HCCS' first year of operations and every year thereafter, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings[2].

The accounting firm of GGK conducted the HCCS audit upon completion of the School's first year of operations. The audited financial reports, which were submitted to DOE and SED by the November 1, 2006 deadline in compliance with regulations, resulted in an unqualified opinion with no major findings. GGK will again conduct the School's audit for the second year of operations. This audit will be submitted to DOE and SED by November 1, 2007 in compliance with applicable law.

Measure 2: Financial Viability

1. Each year, HCCS will operate on a balanced budget[3] and maintain a stable cash flow.

HCCS has not yet closed its books for the 2006-07 school year, however, interim financial reports during the school year indicate that the school has operated on a balanced budget and maintained a stable cash flow.

Measure 3: Enrollment Stability

1. Each year, the student enrollment at HCCS will be within 15% of full enrollment as defined in the School's charter.

During the 2006-07 school year, HCCS met its goal for enrollment stability. In its final reconciliation report, HCCS reported 179.64 FTE students during the course of the school year. The HCCS charter projected full enrollment to be a total of 200 students during the 2006-07 school year. Thus, to be within 15% of full enrollment, HCCS needed to maintain no less than 170 students at the school. With almost 180 FTE, HCCS was well within that goal.

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[2] The NYCDOE will determine a finding to be "major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.

[3] A budget will be considered "balanced" if revenues equal or exceed expenditures.

Exhibit 1

The Hellenic Classical Charter School
646 5th Avenue
Brooklyn New York, 11215
718 499-0957

Parent/Guardian Name :_____(Optional)
Child's Grade/Class_____

Please answer questions based on the following scale:

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

Interpersonal-Administration

- I feel welcome at my child's school _____
- I feel that my child is safe at school _____
- I feel comfortable raising issues and concerns about my child to administration _____
- The current Principal is accessible and willing to listen to my concerns _____
- The school staff communicate and respond in a friendly and professional manner _____
- My questions and concerns are addressed in a timely fashion _____
- The school meets the social needs of the students _____
- The school provides me with adequate opportunities to get involved _____

Interpersonal-Teachers

- School staff keeps me adequately informed about my child's progress _____
- I know what my child's teacher expects of my child _____
- Teachers show respect for parents and students _____
- I feel comfortable raising issues and concerns about my child to his /her teacher _____

Academic

- The school provides an academically rigorous curriculum _____
- The school expects quality work of its students _____
- There is a fun and challenging learning environment at HCCS _____
- I like the school's report cards /progress report _____
- The schools assessment process is fair _____
- I support my child's learning at home _____

Curriculum

- The Breakthrough to Literacy, reading, writing and phonics programs are effective _____
- The Scott Foresman Math, Science, Social Studies programs are effective _____
- The Greek programs are effective _____
- The Art, Music, and Gym programs are effective _____

Please comment on the effectiveness of the academic programs at HCCS:

_____
_____
_____
_____

HCCS's strengths are:

_____
_____
_____
_____
_____

HCCS's areas for improvement are:

_____
_____
_____
_____
_____

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) CHARLES CAPETANAKIS

Name of Charter School HELLENIC CLASSICAL CHARTER SCHOOL

Home Address 93 84TH STREET BROOKLYN NY 11209

Business Address 605 THIRD AVENUE NEW YORK NY 10158

Daytime Phone 212 557 7200

E-Mail Address CC@DMLEGAL.COM

1. List all positions held on board (e.g., chair, treasurer, parent representative): CHAIR

2. Is the trustee an employee of the School? ____ **Yes** ✓ **No**

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

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
			None

Signature

1/24/07

Date

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
			NONE

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) NIKOLAOS LEONARDOS

Name of Charter School HELLINIC CLASSICAL CHARTER SCHOOL

Home Address 241 84 Street, BRKLYN NY 11209

Business Address 308 84 Street, BRKLYN NY 11209

Daytime Phone (718) 238-7297

E-Mail Address dafnones@msn.com

1. List all positions held on board (e.g., chair, treasurer, parent representative): Member of Parish Counsil – KIMISIS THEOTOKOU GREEK ORTHODOX CHURCH.
   Member of COMMUNITY BOARD 10

2. Is the trustee an employee of the School? ____ **Yes** X **No**

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

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	NONE		

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	NONE		

Nicholas Reeves

Signature

7/30/07

Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Ms. Effie Lekas

Name of Charter School Hellenic Classical Charter School

Home Address 56-08 212 St., Bayside Hills, N.Y. 11364

Business Address Queens College 65-30 Kissena Blvd, Flushing, N.Y. 11367

Daytime Phone 718/997-4520 / 646/361-3958

E-Mail Address effielekas@hotmail.com

1. List all positions held on board (e.g., chair, treasurer, parent representative): Member/Trustee

2. Is the trustee an employee of the School? ____ **Yes** ✓ **No**

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

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			

Effie LeKas

Signature

7/14/07

Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Rick Gimeranez

Name of Charter School _____

Home Address 2652 Cropsey Ave Apt 2H B'klyn 11214

Business Address 1664 Bonson Ave B'klyn NY 11214

Daytime Phone 718-331-9409

E-Mail Address ICEDOG2222 @ aol.com

1. List all positions held on board (e.g., chair, treasurer, parent representative): Board Member

2. Is the trustee an employee of the School? ____**Yes** ✓ **No**

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

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	**Nature of Financial Interest/Transaction**	**Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)**	**Name of person holding interest or engaging in transaction and relationship to yourself**
N/A			

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest**
N/A			

Signature

07/26/07
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) **Harvey Newman**

Name of Charter School **Hellenic Classical Charter School**

Home Address **417 Grand Street, # 1406, New York, NY 10002**

Business Address **28 W. 44th St. Suite 300, New York, NY 10036**

Daytime Phone **212-302-8800**

E-Mail Address **hnewman@cei-pea.org**

1. List all positions held on board (e.g., chair, treasurer, parent representative): **Executive**

2. Is the trustee an employee of the School? ____**Yes** __X__**No**

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

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	**Nature of Financial Interest/Transaction**	**Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)**	**Name of person holding interest or engaging in transaction and relationship to yourself**
NONE			

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest**
NONE			

Signature

July 17, 2007
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Nikiforos Mathews

Name of Charter School Hellenic Classical Charter School

Home Address 127 Fifth Street, Stamford, CT

Business Address 666 Fifth Avenue, New York, NY

Daytime Phone 917-763-8908

E-Mail Address nmathews@orrick.com

1. List all positions held on board (e.g., chair, treasurer, parent representative): Member only

2. Is the trustee an employee of the School? ____ **Yes** ✓ **No**

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

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	**Nature of Financial Interest/Transaction**	**Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)**	**Name of person holding interest or engaging in transaction and relationship to yourself**
N	O	N	E

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest**
N	O	N	E

Signature

23 July 2007

Date

Statement of Assurances

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.

Christina Tettonis
Print Name, Head of Charter School

Christina Tettonis
Signature and Date

ANASTASIA ETIMOS
Notary Public, State of New York
No. 24-5009837
Qualified in Kings County
Commission Expires March 22, 2011

Anastasia Etimos
Notary Public Signature and Seal

Charles Capitanakis
Print Name, President, Board of Trustees

CHARLES CAPITANAKIS 7/24/07
Signature and Date

Ralph Preiss
Notary Public, Signature and Seal

RALPH PREISS
Notary Public State of New York
No. 02PR5073340
Qualified in New York County
Commission Expires 02/24/ 2011

STATEM~1