



Charter School Renewal Report
Charter School Office
2009-2010

HELLENIC CLASSICAL CHARTER SCHOOL
RENEWAL REPORT

DECEMBER 2009

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Part 1: Executive Summary

School Overview and History:

Hellenic Classical Charter School is an elementary and middle school serving approximately 360 students from kindergarten to eighth grade in the 2009-2010 school year.¹ The school opened in 2005 with 111 students in kindergarten through fourth grade and is now at its full planned grade span.² It is currently housed in a privately leased site at 646 Fifth Avenue, Brooklyn in Community School District 15.³

The school's population in the 2009-2010 school year comprises 53.1% African-American, 18.7% Hispanic, 24.6% White and 1.1% Asian students. The student body includes 2.8% English Language Learners and 7.3% special education students. Boys account for 46.4% of the students enrolled and girls account for 53.6%.⁴

The school earned an A on its NYC progress report in 2009, an F in 2008 and a B in 2007.⁵ The school is in good standing with state and federal accountability.⁶

Renewal Review Process Overview:

The New York City Department of Education Charter School Office ("CSO") conducted a thorough review of this schools' Retrospective Renewal Report; annual reporting documents; surveys, student achievement data; and state, local and federal accountability metrics as well as a detailed audit of the schools finance, operations and governances practices. In addition, the CSO conducted a detailed site visit on October 23 and 26 and November 6.

The following experts participated in the review of this school:

- Michael Duffy, Executive Director, NYC DOE CSO
- Nancy Meakem, Director of Evaluation, NYC DOE CSO
- Aamir Raza, Director of Oversight and Accountability, NYC DOE CSO
- Rana Khan, Director of Operations, NYC DOE CSO
- Fred Lisker, Special Education Program Specialist, NYC DOE
- Christina Lewis, Cambridge Associates

Renewal Recommendation:

The NYC DOE CSO recommends that the State Board of Regents approve the application for renewal of the Hellenic Charter School ("HCCS") for a period of 5 years consistent with the terms of the renewal application.

The NYC DOE CSO has found Hellenic Classical Charter School to be an academically successful school that is organizationally viable and in compliance with applicable laws and regulations pertaining to its current charter. Based on the findings delineated below, HCCS is an educationally and fiscally sound organization, is likely to improve student learning and achievement, and meets the requirements of the charter Schools Act and applicable law.

¹ NYC DOE ATS system

² NYC DOE ATS system and charter agreement.

³ NYC DOE Location Code Generating System database

⁴ Student Demographic data is inputted by school staff into the ATS enrollment database and summarized by NYC DOE staff.

⁵ NYC DOE School Progress Report. This document is posted on the NYC DOE website at <http://www.schools.nyc.gov> and is also included in Part 7 of this report.

⁶ New York State Education Department - www.nysed.gov

Part 2: Findings

What the school does well

- The school made significant gains in student achievement and student progress in the 2008 – 2009 school year, moving from an F on the NYC DOE progress report in 2007-2008 to an A in 2008-2009.

The current school leader, appointed in 2007, conducted an evaluation of the school's successes and areas for improvement. As a result, the school developed an understanding of the reforms necessary to increase student achievement. The leadership team, under the guidance of the principal and Board of Directors, developed a range of strategies that were formally in place by the beginning of the 2008 – 2009 school year. These included a focus on student achievement data, the development of organizational systems and structures, a more formalized professional development and staff evaluation system, a range of intervention programs to target individual student needs and the introduction of a school wide positive behavior program. In addition, the curriculum was redesigned in order to align with state standards and to provide continuity across the school.

Evidence shows that school leaders designed improvement strategies that have had a positive impact in raising student achievement. The school has adopted processes to support students who are underachieving including an academic intervention team that provides Reading Rescue programming to small groups. The introduction of an after school and Saturday test prep program also supports students' readiness for the State tests. Focused professional development has been implemented to help teachers improve their skills in many areas. The school is well-organized and there are adequate processes and procedures in place to ensure smooth daily operations. The classrooms are attractive and provide a stimulating learning environment. Resources available to support students in their learning include a wide range of leveled reading materials and computers in every classroom. Student work is displayed with clear rubrics and comments. Students express pride in their work and know what they have to do to improve. Exemplary work is included in writing portfolios that demonstrate student progress in targeted skills as students move through the school.

- A newly implemented school wide data system enables all staff to track student progress and achievement.

HCCS has implemented a robust data system, provided as part of a grant from the Partnership for Innovation in Compensation for Charter Schools (PICCS). This system allows the school to track students' progress and monitor their achievement throughout the year and over the course of their time at the school. A data consultant inputs results from the State tests, interim assessments and other teacher designed assessments. Professional development is provided on an individual basis so that all teachers and other school personnel are confident and competent at using the data system. A data-driven approach to school reform is shared by all key constituents, including the board of directors.

The information is presented so that teachers can see at a glance where students are making progress or falling behind in a range of subjects. Teachers agree it gives them a very clear picture of the needs of their students and helps in planning lessons. They meet regularly with the data consultant to discuss and analyze the information from the data. Students who are struggling are referred to the Academic Intervention Team where extra support is provided at the appropriate level.

- The school promotes high expectations for its whole community and encourages a positive environment where students actively enjoy their learning and make academic progress.

Students state that they enjoy school, do well and feel that learning is fun. Students and parents say they are lucky to be in such a great school with caring teachers. Students are

articulate and confident, particularly about their goals and what they have to do to improve. As a result, they are generally very motivated and enthusiastic and evidence shows that they make good progress socially, emotionally, and academically.

High expectations are encouraged by the display of school goals throughout the building. Likewise, all students develop clearly articulated individual academic goals in collaboration with their parents and teachers. In addition, school rules and aspects of the character development program are consistently used across the school, serving as a constant reminder of the high expectations the school has for its community

- Communication among all of the school's stakeholders is strong and consistent, enabling an open exchange of information and promoting a clear set of school-wide values.

Communication is a strength of the school. The school regularly communicates with all stakeholders through a variety of different mechanisms including regular emails, newsletters, workshops and meetings. As a result, the whole community knows and understands the school's strengths and areas of improvement and is able to articulate the school goals and understand the core values that underpin the work of the school.

Parents express appreciation for the level of communication they receive from classroom teachers and school administrators, both formally and informally, through phone calls or email, in addition to regular progress reports, report cards and parent conferencing sessions throughout the year. Teachers provide a monthly newsletter for each class with details of what areas of the curriculum are being studied and how parents can help at home. Regular curriculum evenings and workshops ensure that parents have the opportunity to be fully involved in the work of the school. Parents agree that they are true partners in their child's education. They value the support the school offers in preparing them and their child for high school, including the high school application process. Middle school parents are also very enthusiastic about the new website 'HUB', which allows them online access to their children's work assignments and grades, so that they can track and monitor progress. The school regularly holds celebration events such as 'student of the month' that parents are invited to attend.

- Based on the needs identified through a rigorous evaluation, the school has designed and implemented a range of systems and structures to ensure continued progress towards raising student achievement. These include:
 - A revised Greek language and culture program
 - Individual student goal setting in core subjects
 - Strong Academic Intervention Services
 - An effective school wide character development program.

The school has revised its program on teaching Greek language and culture in order to ensure that visiting teachers from Greece are adequately prepared to deliver high quality instruction that aligns with NY State standards and regulations. The school maintains strong links with the Greek government and has developed programs to acclimatize Greek teacher to life and teaching in New York City. A key revision to the Greek program at the school has been to enhance support for Greek teachers, and to limit Greek instruction to five sessions per week. The newly revised program is highly effective in teaching all students a second language, as well as an awareness of a different culture through music, dancing and the arts. Students express pride in their ability to speak Greek and enjoy practicing their skills within the local community. The school also participates and performs in many Greek events in the city.

The school has recently introduced individual student goals in reading, writing, and math. Through professional development, they have refined the goal setting process so that students have long-term goals and monthly short-term goals that help them focus on specific skills. The school regularly informs parents of student progress towards these goals in progress reports. Students are encouraged to assess their own progress towards achieving their goals and to develop their own strategies to achieve them. Peer review has been

successfully introduced in the middle school as students regularly review each other's work and score it against rubrics. As a result, students understand and are able to articulate what they are aiming for and how they are going to achieve it.

Under the leadership of the new principal, the school introduced a formal Academic Intervention Service (AIS) to support the needs of at-risk students through early intervention. It has helped teachers to recognize the social emotional and academic needs of students and develop appropriate support for these learners either in their classrooms or in AIS programs such as Reading Rescue or extra math support. The increase in academic performance indicates that the AIS program of early intervention is successfully addressing the needs of these learners. Because of this, the school now expects all students to be reading fluently at the end of first grade.

The school has also adopted a school wide behavior program 'Competent Kids, Caring Classrooms' that promotes positive behavior, discipline and character development. Teachers adhere to the school-wide discipline code and effectively establish rules and routines to ensure a safe respectful environment. The guidance counselor supports class teachers in implementing the program. Classroom rules and behavior charts are displayed in every classroom and throughout the school and a book of the month is also used to build character development and discuss social issues. As a result, there are few behavior issues and a high level of trust and mutual respect is evident throughout the school community.

- A strong leadership team sets the tone for school improvement and realization of the school's vision.

The leadership team under the guidance of the principal has been effective in developing strategies to ensure school improvement. Strategies were developed following rigorous evaluation of the school's work and establishment of what needed to be done to raise students' performance and realize the school's vision. Leaders work as a collaborative team who meet regularly to discuss, monitor and revise school issues and progress. They are highly visible around the building and have their finger firmly on the pulse of the school.

- The school's Board of Directors has functioned effectively in furthering the school's mission and vision, and maintains sound finances and internal controls.

The board has adopted a school-wide plan to identify critical benchmarks, key players and prescribed timelines for reaching milestones. The board's goals in the immediate 2-3 years include school construction/expansion, facility financing, improving academic rigor, sustaining performance, introducing technology and supporting ongoing professional development for teachers.

The school continues to maintain an appropriate degree of segregation of functions and proper internal controls at all levels. All processes were found intact and evidence shows that the school is following its adopted financial and human resource policies. The financial statements of HCCS were prepared on the accrual basis of accounting in accordance with Generally Accepted Accounting Principles (GAAP) acceptable in the United States of America.

According to the school's audited financial statements for year ended June 30, 2009, the school possessed assets totaling \$1,988,840 and total liabilities of \$530,748. All net assets totaling \$1,458,092 are unrestricted for use purposes. HCCS has \$147,548 in liquid assets that could be converted to cash within 90 day period. The school remains in good financial condition to meet its obligations.

Areas of Improvement

- The level of rigor and engagement in classroom lessons observed was not consistent across the school.

Many teachers plan lessons that engage students and actively involve them in targeted learning. In many observed lessons, students were actively engaged in their learning and achieved the lessons' learning objective. However, high levels of rigor and classroom engagement were not observed consistently across all classes. In some classes, students had little opportunity to collaborate or to be active in their learning. Often the level of questioning did not promote higher order thinking skills and in some cases teaching lacked rigor. In these classes, students were not fully engaged, became restless, and learning was limited. Likewise, in some instances learning opportunities to encourage critical thinking were missed.

- The new data system does not currently provide easy access to longitudinal reports or detailed item analysis. Likewise, systems that support teachers' use of data is emerging but currently insufficient to ensure that instruction is data-driven and differentiated.

The data warehouse provides a portal where teachers can track student progress and performance in all subjects. Teachers are able to identify very easily students who are not making expected progress and are falling behind. However, the school has yet to develop the system further to include item analysis so that teachers can identify specific areas where students are not proficient and need further support. This would enable teachers to be more effective in planning lessons that meet individual need and areas of deficiency. Likewise, the ability to easily generate reports of student progress over time and across subject areas would allow teachers to better collaborate and assess student growth and needs over time.

- Ensure that teachers consistently plan differentiated lessons to enable all students, whatever their starting point, to make academic progress.

HCCS has provided significant professional development around improving teachers' understanding of data and how to use it in lesson planning to meet the needs of individual students. However, teachers are not yet using the information consistently to plan lessons. Practical use of data as a tool for differentiation varies across the school. In some lessons, teachers group students according to ability and set tasks appropriate to need. For example, in a writing lesson students of similar ability sat together and had suitable writing frames to help them achieve the task at their level. In other lessons, particularly in the middle school, teachers plan lessons to the grade level expectations. As a result, low achieving students struggle with tasks that are too demanding and high achieving students are not sufficiently challenged to extend their thinking. For example, in an English lesson where students were working independently on the same task, some struggled to read instructions from the white board while others had finished and were waiting for their next task.

- The School's Board of Directors lacks a system to evaluate, analyze and refine its own effectiveness as a governing body.

The school board has not created a formal system to assess its overall effectiveness as a board, the goals it has set, the goals it has achieved, and its next steps. In addition, members of the board currently share close ties to members of the school community. These relationships have been disclosed to all board members and concerned parties. However, the board must maintain a system to effectively monitor these relationships to ensure that conflict of interest regulations are not violated.

Part 3: Charter School Goals

The Hellenic Classical Charter School has sufficiently met the goals set forth in its charter agreement. Please see the below table of Charter Goals which is excerpted from the school's retrospective report and has been verified by the Charter School Office.

Goal Attainment - Goal I - English Language Arts N/A indicated assessments were not given * - Information has not been provided by NYC-DOE					
Grade	Measure	05-06	06-07	07-08	08-09
K	Absolute - 75% of kindergarten students will perform at or above Level 2 on the rhyme recognition (RR), rhyme generation (RG), syllable clapping (SC), initial consonants (IC), ABC recognition (ABC) and spelling (SP) strands on the Spring administration of the ECLAS-2.	N/A	Yes	Yes	Yes
1	Absolute - 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.	N/A	No	No	Yes
2	Absolute - 75% of the second grade students will perform at or above Level 6 on the spelling and decoding strands on the Spring administration of the ECLAS-2. Value-Added - 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 an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.	N/A	No	No	Yes
3-8	Absolute - 75% of 3 rd through 5 th 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 Absolute - 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 Comparative - 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. Comparative - 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 Value -Added - Each grade-level cohort of students will reduce by one-half, the gap between the percent at or above Level 3 on the previous year's New York State ELA exam and 75% at or above Level 3 on the	Yes 1st Year of School Yes * N/A	Yes Yes Yes * Yes	No Yes Mixed * No	Yes Yes Yes * Yes

	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.				
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Goal Attainment - Goal II - Mathematics					
N/A indicated assessments were not given					
* - Information has not been provided by NYC-DOE					
Grade	Measure	05-06	06-07	07-08	08-09
2	Value-Added - 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 an 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.	N/A	N/A	No	Yes
3-8	<p>Absolute - 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 Mathematics examination</p> <p>Absolute - 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</p> <p>Comparative - 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.</p> <p>Comparative - 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</p> <p>Value -Added - Each grade-level cohort of students will reduce by one-half, the gap between the percent at or above Level 3 on the 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.</p>	Yes Yes Yes N/A N/A	No Yes No * Mixed	No Yes No * No	Yes Yes Mixed * Yes

Goal Attainment - Goal III – Science					
N-A – Not available					
Grade	Measure	05-06	06-07	07-08	08-09
4th Grade	<p>Absolute - 75% of 4th 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.</p> <p>Comparative - The percent of students who are enrolled</p>	Yes Yes	No No	Yes Yes	Yes N-A

	in at least their second year at HCCS and performing at or above Level 3 on the New York State Science examination in each tested grade will be greater than that of CSD 15 and the citywide average.				
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Goal Attainment - Goal IV - Social Studies					
Grade	Measure	05-06	06-07	07-08	08-09
5th Grade	<p>Absolute - 75% of 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 Social Studies examination.</p> <p>Comparative - 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 Science examination in each tested grade will be greater than that of CSD 15 and the citywide average.</p>	No 5th Grade	Yes Yes	Yes Yes	Yes NA

Goal Attainment - Goal V - "Good Standing"					
Grade	Measure	05-06	06-07	07-08	08-09
K-8	Under the State's No Child Left Behind accountability system, the School's Accountability Status will be "Good Standing" each year.	Yes	Yes	Yes	Yes

Part 4: Charter School Performance Data

The Hellenic Classical Charter School adequately met its goals for student academic achievement as measured by New York State exams in English Language Arts and Math as demonstrated in the below charts of student achievement data.

These charts present the percentage of students at the school scoring at or above grade level (performance level 3 or greater) on the New York State ELA and Math exams as well as a comparison to the percentage of students at or above grade level in District 15 and in New York City.⁷

Percent of Students Performing at or Above Grade Level – Whole School

ELA				
	2006	2007	2008	2009
<i>HCCS</i>	70.6%	77.1%	65.4%	82.0%
<i>CSD 15</i>	56.5%	60.4%	65.4%	75.1%
<i>NYC</i>	51.8%	52.5%	59.0%	70.3%

Math				
	2006	2007	2008	2009
<i>HCCS</i>	79.4%	79.7%	74.0%	90.0%
<i>CSD 15</i>	61.1%	71.7%	80.3%	86.9%
<i>NYC</i>	58.2%	66.9%	75.9%	83.3%

Percent of Students Performing at or Above Grade Level – By Grade

3rd Grade			2006	2007	2008	2009
<i>ELA</i>	<i>HCCS</i>		66.70%	83.33%	50.00%	75.50%
	<i>CSD 15</i>		70.39%	67.74%	65.79%	74.02%
	<i>NYC</i>		62.13%	57.61%	61.05%	70.59%
<i>Math</i>	<i>HCCS</i>		83.30%	92.30%	78.30%	100.00%
	<i>CSD 15</i>		79.12%	86.74%	89.57%	94.72%
	<i>NYC</i>		75.89%	83.40%	88.26%	92.29%

4th Grade			2006	2007	2008	2009
<i>ELA</i>	<i>HCCS</i>		75.00%	68.18%	64.00%	76.00%
	<i>CSD 15</i>		62.98%	65.73%	69.40%	74.15%
	<i>NYC</i>		59.56%	57.47%	62.64%	70.41%
<i>Math</i>	<i>HCCS</i>		75.00%	73.90%	72.00%	88.00%
	<i>CSD 15</i>		74.23%	82.07%	86.19%	89.30%

⁷ Charter, district and city proficiency levels taken from NYSED test result sources

		NYC	71.56%	75.55%	81.03%	86.22%
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5th Grade			2006	2007	2008	2009
ELA	HCCS	n/a		79.2%	79.2%	84.0%
	CSD 15		63.03%	75.28%	81.05%	
	NYC		57.70%	70.62%	76.13%	
Math	HCCS	n/a		72.00%	79.20%	76.00%
	CSD 15		76.50%	84.03%	89.69%	
	NYC		72.90%	80.71%	86.85%	

6th Grade			2006	2007	2008	2009
ELA	HCCS	n/a	n/a		67.86%	87.50%
	CSD 15			57.38%	78.39%	
	NYC			54.17%	74.18%	
Math	HCCS	n/a	n/a		67.90%	87.50%
	CSD 15			75.76%	82.61%	
	NYC			73.40%	78.68%	

7th Grade			2006	2007	2008	2009
ELA	HCCS	n/a	n/a	n/a		92.60%
	CSD 15				77.41%	
	NYC				72.50%	
Math	HCCS	n/a	n/a	n/a		88.90%
	CSD 15				85.82%	
	NYC				82.45%	

The school also met its goals for student attendance, as presented below.

Student Attendance Data⁸

	2005-2006	2006-2007	2007-2008	2008-2009
Student Attendance Rate	94.0%	92.3%	93.9%	95.4%

⁸ Excerpted from DOE Progress Reports

Part 5: Background on the Charter Renewal Process

I. PROCESS BACKGROUND

A. Statutory Basis for Renewal

The Charter Schools Act of 1998 (“the Act”) authorizes the creation of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Encourage the use of different and innovative teaching methods;
- Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools accountable for meeting measurable student achievement results.⁹

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.¹⁰

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.¹¹ As one such charter entity, the New York City Department of Education (“NYCDOE”) institutes a renewal application process that adheres to the Act’s renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;
- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;
- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction.

Where the NYCDOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.¹²

⁹ See § 2850 of the Charter Schools Act of 1998.

¹⁰ See §§ 2851(4) and 2852 of the Act.

¹¹ See generally §§ 2851(3) and 2851(4).

¹² § 2852(5)

B. NYCDOE's Charter Renewal Process

The expiration of charters and their renewal based on a compelling record of success is the linchpin of charter school accountability. The NYCDOE's processes and procedures reflect this philosophy and therefore meet the objectives of the Act.¹³

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during the initial charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its first term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to build an ambitious plan for the future.

Consistent with the requirements of § 2851(4) of the Act, a school applying for renewal of its charter must use data and other credible evidence to prove its success, a case that can be organized into three questions:

1. Has your school been an academic success?
2. Has your school been a viable organization?
3. Has your school complied with applicable laws and regulations?

A school will answer these overarching questions by demonstrating that its students have made significant academic progress and that the school has met the goals and objectives pledged in its initial charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges, and the lessons learned.

This report contains the findings and recommendations of the NYCDOE regarding a school's application for charter renewal. This report is based on a cumulative record of the school's progress during its charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizing entities, all of which are conducted in order to identify areas of weakness and to help the school to address them. Additionally, the NYCDOE incorporates into this report its findings from the renewal application process, which includes a written application, completion of student achievement data templates, and a school visit by the Office of Charter Schools of the NYCDOE ("NYCDOE-OCS").

The NYCDOE-OCS then prepares a draft report and provides a copy to the school for its review and comment. The draft contains the findings, discussion, and the evidence base for those findings. Upon receiving a school's comment, the NYCDOE-OCS reviews its draft, makes any appropriate changes, and reviews the amended findings to make a recommendation to the Chancellor. The Chancellor's final decision, and the findings on which that decision is based, is submitted to the Board of Regents for a final decision.

¹³ The NYCDOE charter renewal application is available on the Office of Charter Schools website at <http://www.nycenet.edu/OurSchools/Region84/Creation/default.htm>.

Part 6: Framing Questions and Key Benchmarks

I. FRAMING QUESTIONS:

Throughout the Renewal Process and the life of each school's charter, the NYCDOE Charter School Office uses the following framing questions to monitor Charter School success:

1. Has the School Been an Academic Success?
2. Has the School Been a Viable Organization?
3. Has the School Been in Compliance with All Applicable Laws and Regulations?

II. RENEWAL BENCHMARKS:

Benchmark 1: Performance and Progress

An academically successful school can demonstrate outstanding student performance outcomes according to the following statistical analyses:

1. Absolute
2. Comparative
3. Value-Added / Progress
4. NCLB

Benchmark 2: Rigorous Instructional Program Strong School Environment

In addition to outstanding student performance outcomes, a school that is an academic success has the following characteristics:

- Rigorous Instructional Program that includes:
 - Clearly-defined essential knowledge and skills that students are expected to learn, and that are aligned with state standards
 - Curriculum that is organized coherently across subjects and grades, and reflects the school's mission and goals
 - Academic expectations that adults in the school clearly and consistently communicate to students
 - Classroom lessons with clear goals aligned with the curriculum
 - Classroom practices that reflect competent instructional strategies
 - Assessments and data that the school systematically generates and uses to improve instructional effectiveness and student learning, and that has led to increased student performance
 - Formal and successful strategies to identify and meet the needs of students at-risk of academic failure, students not making acceptable progress towards achieving school goals, students who are ELL, and special education students
- A School Environment that Promotes Successful Teaching and Learning that includes:
 - An environment where students and staff feel safe and secure
 - Behavioral and cultural expectations that adults in the school clearly and consistently communicate to students
 - Clear policies and strategies to address student behaviors to promote learning—those behaviors that are both appropriate and inappropriate
 - Documented discipline policies and procedures for general and special education students that the school enforces fairly and consistently with appropriate due process
 - A professional culture focused on teaching and learning, with a qualified and competent teaching staff
 - Professional development activities at or sponsored by the school that are aligned with the mission and goals of the school, support the instructional program, meet student needs, and result in increased student achievement
 - A system for ongoing teacher evaluation and improvement that builds the school's capacity to reach its academic goals, with effective strategies to assist inexperienced or struggling teachers

Benchmark 3: Non-Academic Performance

A school that is organizationally viable can demonstrate outstanding non-academic performance outcomes according to the following statistical analyses:

- Absolute
- Comparative
- Value-Added

Benchmark 4: Governance and Internal Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Effective School Governance that includes:
 - A clear and common understanding of the school's mission, priorities, and challenges among all members of the board of trustees and school leadership, as evidenced by the strategies and resources used to further the academic and organizational success of the school
 - An evidenced commitment to serving a student population that reflects the full range of students throughout the city.
 - Policies, systems, and processes that facilitate effective governance of the school and that are followed consistently
 - Meaningful opportunities for staff and parents to become involved in school governance
 - Avenues of communication from the board of trustees to other members of the school community and vice-versa
 - Communication between the school leadership and school staff that facilitates coordinated actions and messages toward other members of the school community
 - Processes to address parent, staff, community, and student concerns appropriately and in a timely manner
 - Annual evaluations of the school leadership, based on clearly-defined goals and measurements
 - A board of trustees with a diversity of opinions and perspectives that promotes a healthy and vigorous dialogue of ideas
 - A process for board development to build its capacity to oversee the school's operations and to ensure the school's continued progress
 - A conflict of interest policy and code of ethics that are followed consistently
 - Activities that are in substantial compliance with the Open Meetings Law and Public Officers Law
 - An active and ongoing relationship with independent legal counsel that reviews relevant documents, policies, and incidents, and makes recommendations as needed

Benchmark 5: Sound Financial Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Healthy and Sound Financial Practices that include:
 - A long range financial plan that guides school operations
 - Realistic budgets that are monitored and adjusted when appropriate
 - Effective oversight, and financial decisions that further and reflect the school's mission, program, and goals
 - Internal controls and procedures that are followed consistently and that result in prudent resource management
 - Capacity to correct any deficiencies or audit findings
 - Financial records that are kept according to GAAP
 - Adequate financial resources to ensure stable operations
 - Processes that maintain and successfully manage the school's cash flow
 - Non-variable income streams that support critical financial needs

Benchmark 6: Parent and Student Satisfaction

A school that is a viable organization has the following characteristics:

Parent and Student Satisfaction, demonstrated by survey results as well as other valid and reliable measures.

Benchmark 7: Sufficient Facilities and Physical Conditions

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has sufficient facilities and physical conditions conducive to the school implementing its program and meeting its goals.

Benchmark 8: Sufficient Reporting

A school that is in compliance with applicable laws and regulations has the following characteristics:

- Sufficient Reporting that includes
 - Annual reports and financial reports submitted completely and by deadline
 - Responses to DOE’s or SED’s requests for information or for changes to school operations (in accordance with legal requirements) in a timely manner

Benchmark 9: Appropriate Admissions Policy

A school that is in compliance with applicable laws and regulations has the following characteristics:

- An Appropriate Admissions Policy that includes
 - Opportunities for all interested parents to submit a complete application for enrollment
 - A random selection process that is conducted fairly, and when a wait list is generated, it is used appropriately to ensure a fair admissions process

Benchmark 10: Compliance with All Applicable Laws and Regulations

A school that is in compliance with applicable laws and regulations has the following characteristics:

- A Record of Substantial Compliance with:
 - Applicable health laws and regulations
 - Title I regulations
 - IDEA regulations to meet the needs of special education students

Part 7: NYC DOE School Progress Reports

Please see the attached progress reports for this school.

NYC Department of Education Progress Report
2008-09 K-8

This Progress Report is for:

SCHOOL	Hellenic Classical Charter School (84K362)
SCHOOL LEADER	Christine Tettonis
ENROLLMENT	308
SCHOOL TYPE	K-8
PEER INDEX	31.04

What does this grade mean?

A Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2008-09 is 90.9
- This score places the School in the 77 percentile of all K-8 schools Citywide--i.e., 77 percent of those schools scored lower than this school

Category	Calculated Score	Category Grade
School Environment	12.9 out of 15	A
Student Performance	16.5 out of 25	B
Student Progress	60.0 out of 80	A
Additional Credit	1.5 (15 max)	
Overall Score	90.9 out of 100	A

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 68.0-100 receive a letter grade of A
- 85% of schools earned an A in 2008-09

K-8 School Table - Overall Grades

Grade	Score range	City summary
A	68.0-100	85.4% of schools
B	54-67.9	13.1% of schools
C	43.0-53.9	1.5% of schools
D	33.0-42.9	0% of schools
F	0-32.9	0% of schools

Quality Review Score
This school did not receive a Quality Review in 2008-09.

State Accountability Status
Based on its 2008-09 performance, this school is: **In Good Standing**
This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance measures student skill levels in English Language Arts and Math.

Student Progress measures average student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math).

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
English Language Arts		
-	-	English Language Learners
-	-	Special Education Students
-	-	Hispanic Students in the Lowest Third Citywide
+1.5	66.7%	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide
Mathematics		
-	-	English Language Learners
-	-	Special Education Students
-	-	Hispanic Students in the Lowest Third Citywide
22.2%	22.2%	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide

(-) Indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for Hellenic Classical Charter School are:

DBN	School Name	DBN	School Name
27Q207	P.S. 207 Rockwood Park	08X071	P.S. 071 Rose E. Scala
84Q706	Our World Neighborhood Charter	29Q208	P.S. / I.S. 208
31R080	The Michael J. Petrides School	21K095	P.S. 095 The Gravesend
11X175	P.S. 175 City Island	25Q164	P.S. 164 Queens Valley
27Q047	P.S. 047 Chris Galas	21K226	P.S. 226 Alfred De B. Mason
20K104	P.S./I.S. 104 The Fort Hamilton School	84M704	Harbor Sciences and Arts Charter School
03M333	P.S. 333 Manhattan School for Children	24Q087	P.S. 087 Middle Village
11X019	P.S. 019 Judith K. Weiss	21K225	P.S. K225 - The Eileen E. Zaglin
27Q146	P.S. 146 Howard Beach	21K099	P.S. 099 Isaac Asimov
22K207	P.S. 207 Elizabeth G. Leary	27Q124	P.S. 124 Osmond A Church
01M184	P.S. 184m Guang Wen		
22K206	P.S. 206 Joseph F. Lamb		
20K180	P.S. 180 Homewood		
30Q122	P.S. 122 Marlie Fay		
84Q705	Renaissance Charter School The		
27Q232	P.S. 232 Lindenwood		
21K209	P.S. 209 Margaret Mead		
02M442	Ballet Tech NYC Public School for Dance		
84M355	Ross Global Academy Charter School		
02M217	P.S./I.S. 217 Roosevelt Island		

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/> or send us an email at pr_support@schools.nyc.gov.

Results by Category

SCHOOL **Hellenic Classical Charter School**
SCHOOL LEADER **Christine Telfonis**

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score: **Survey Scores (10 points)**
12.9 out of 15

A

- Academic Expectations:
- Communication:
- Engagement:
- Safety and Respect:
- Attendance (5 points)

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
8.3	89.5%	91.7%	
7.5	94.4%	95.5%	
8.0	100.0%	103.8%	
8.1	80.0%	84.4%	
95.4%	71.2%	83.3%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **English Language Arts**
16.5 out of 25

B

- Percentage of Students at Proficiency (Level 3 or 4):
- Median Student Proficiency (1.00-4.50):
- Mathematics**
- Percentage of Students at Proficiency (Level 3 or 4):
- Median Student Proficiency (1.00-4.50):

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
81.5%	75.2%	87.5%	151
3.28	57.4%	75.0%	151
90.1%	70.5%	84.6%	151
3.58	44.3%	68.9%	151

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **English Language Arts**
60 out of 60

A

- Percentage of Students Making at Least 1 Year of Progress
- Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress
- Average Change in Student Proficiency for Level 1 and Level 2 Students
- Average Change in Student Proficiency for Level 3 and Level 4 Students
- Mathematics**
- Percentage of Students Making at Least 1 Year of Progress
- Percentage of Students in School's Lowest 1/3 students Making at Least 1 Year of Progress
- Average Change in Student Proficiency for Level 1 and Level 2 Students
- Average Change in Student Proficiency for Level 3 and Level 4 Students

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
76.5%	143.8%	113.3%	105
94.1%	132.6%	108.4%	34
0.51	117.2%	126.7%	35
0.12	138.1%	120.0%	70
80.2%	90.4%	94.0%	104
93.8%	121.9%	118.0%	32
0.47	69.8%	80.0%	25
0.14	104.0%	95.0%	79

Progress Report Grade

F

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2007-08 is 19.7
- This score places the School in the 1 percentile of all elementary schools Citywide—i.e., 1 percent of those schools scored lower than this school
- This school did not have a 2008 target because it did not receive a grade last year

This Progress Report is for:

SCHOOL	Hellenic Classical Charter School (84K362)
SCHOOL LEADER	Christine Tetonis
ENROLLMENT	248
SCHOOL TYPE	ELEMENTARY
PEER INDEX	36.65

Category	Calculated Score	Category Grade
School Environment	9.9 out of 15	A
Student Performance	8.3 out of 25	C
Student Progress	1.5 out of 60	F
Additional Credit	0.0 (15 max)	
Overall Score	19.7 out of 100	F

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 9.5–28.4 receive a letter grade of F
- 2% of schools earned an F in 2007-08

Elementary Table – Overall Grades

Grade	Score range	City summary
A	59.5–100	45% of schools
B	45.5–59.5	38% of schools
C	32.5–45.5	13% of schools
D	28.4–32.5	3% of schools
F	9.5–28.4	2% of schools

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures average student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school did not receive a Quality Review in 2007-08.

State Accountability Status

Based on its 2006-07 performance, this school is: **In Good Standing**

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math). Schools earn additional credit for any one of the five high-need categories of students if the percentage of students in that category who achieve exemplary gains is in the top 40% of all schools citywide.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
		English Language Arts
-	-	English Language Learners
-	-	Special Education Students
-	-	Hispanic Students in the Lowest Third Citywide
-	-	Black Students in the Lowest Third Citywide
11.8%	-	Other Students in the Lowest Third Citywide
		Mathematics
-	-	English Language Learners
-	-	Special Education Students
-	-	Hispanic Students in the Lowest Third Citywide
25.0%	-	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide

(-) Indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for Hellenic Classical Charter School are:

DBN	School Name	DBN	School Name
25Q154	P.S. 154 Queens	21K177	P.S. 177 The Marlboro
15K039	P.S. 039 Henry Britow	31R038	P.S. 038 George Cromwell
27Q062	P.S. 062 Chester Park	25Q021	P.S. 021 Edward Hart
31R026	P.S. 026 The Carteret School	25Q022	P.S. 022 Thomas Jefferson
01M315	The East Village Community School	30Q069	P.S. 069 Jackson Heights
24Q229	P.S. 229 Emanuel Kaplan	28Q099	P.S. 099 Kew Gardens
31R045	P.S. 045 John Tyler	21K153	P.S. 153 Homecrest
22K255	P.S. 255 Barbara Reing School	27Q056	P.S. 056 Harry Eichler
01M364	Earth School	25Q129	P.S. 129 Patricia Larkin
20K048	P.S. 048 Mapleton	28Q220	P.S. 220 Edward Mandel
21K216	P.S. 216 Arturo Toscanini	15K261	P.S. 261 Philip Livingston
25Q024	P.S. 024 Andrew Jackson	22K062	P.S. 062 Sheepshead Bay
29Q131	P.S. 131 Abigail Adams	20K069	P.S. 69 Vincent D. Grippo School
20K163	P.S. 163 Bath Beach	20K205	P.S. 205 Clanton
24Q153	P.S. 153 Maspeth Elem	29Q033	P.S. 033 Edward M. Funk
01M361	Children's Workshop School	24Q091	P.S. 091 Richard Arkwright
24Q102	P.S. 102 BayView	25Q214	P.S. 214 Cadwallader Colden
20K170	P.S. 170 Leffington	28Q117	P.S. 117 J. Keld / Brianwood School
02M042	P.S. 042 Benjamin Altman	31R046	P.S. 046 Albert V. Maniscalco
15K230	P.S. 230 Dotts L. Cohen	25Q020	P.S. 020 John Bowne

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Results by Category

SCHOOL **Hellenic Classical Charter School**
SCHOOL LEADER **Christine Tetonis**

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 90%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-06.

School Environment

Comprises 15% of the Overall Score

This Year's Score: **Survey Scores (10 points)**
 $0.663 \times 15 = 9.9$

A

- Academic Expectations:
- Communication:
- Engagement:
- Safety and Respect:
- Attendance (5 points)

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
8.3	83.3%					76.9%					
7.6	75.0%					73.1%					
7.9	86.2%					84.4%					
8.2	58.8%					65.5%					
93.9%	42.3%					64.3%					

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **English Language Arts**
 $0.333 \times 25 = 8.3$

C

- Percentage of Students at Proficiency (Level 3 or 4):
- Median Student Proficiency (1.00-4.50):
- Mathematics**
- Percentage of Students at Proficiency (Level 3 or 4):
- Median Student Proficiency (1.00-4.50):

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
67.0%	36.9%					60.1%					100
3.18	34.3%					58.6%					100
76.5%	19.0%					49.8%					98
3.42	16.0%					45.8%					98

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **English Language Arts**
 $0.025 \times 60 = 1.5$

F

- Percentage of Students Making at Least 1 Year of Progress
- Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress
- Average Change in Student Proficiency for Level 1 and Level 2 Students
- Average Change in Student Proficiency for Level 3 and Level 4 Students
- Mathematics**
- Percentage of Students Making at Least 1 Year of Progress
- Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress
- Average Change in Student Proficiency for Level 1 and Level 2 Students
- Average Change in Student Proficiency for Level 3 and Level 4 Students

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
42.7%	-12.4%					-7.6%					85
65.4%	3.4%					15.3%					26
0.16	-13.8%					0.0%					22
(0.15)	-4.8%					23.3%					63
51.3%	0.0%					25.1%					85
52.0%	7.5%					13.9%					25
0.01	-20.8%					-9.4%					18
(0.12)	3.7%					26.5%					67

Grade:	B	
Peer Index:	48.15	(0.00 - 100.00 for E/K2; 1.00 - 4.60 for K4)
Overall Score:	54.69	(out of 100+)
School Environment:	3.8	(out of 16)
Student Performance:	19.6	(out of 30)
Student Progress:	31.2	(out of 66)
Achievement Gap:	0.00	(additional credit)

Grades on Charter School Progress Reports have been assigned based only on a calculation of student attendance, and student performance and student progress on New York State tests. The final grade is a combination of 15% of the school's student attendance score, 30% of the school's Performance Score, and 55% of the school's Progress Score. The grade does not include outcomes of parent, teacher, and student satisfaction surveys, and therefore it would be inaccurate to make a direct comparison to the grades assigned to non-charter DOE public schools. For information on student environment measures (e.g., parent satisfaction), and for further information on charter school performance, please visit www.nyc.gov/charters to view charter schools' annual reports, annual audits, and annual visit reports

	Your School's Score:		Peer Horizon:		Your School Relative to City Horizon:		City Horizon:	
	This Year	Relative to Peer Horizon	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
1 School Environment (15%)								
Attendance	92.3%	16.7%	91.5%	96.3%	43.6%	88.9%	96.7%	
School Environment Score:	3.8							

2 Student Performance (30%)								
English Language Arts								
Percent of Students at Proficiency (Level 3 or 4)	78.4%	78.4%	48.2%	86.7%	79.0%	23.0%	93.1%	
Median Student Proficiency (1-4.5)	3.335	78.1%	2.95	3.44	75.0%	2.55	3.60	
Mathematics								
Percent of Students at Proficiency (Level 3 or 4)	81.1%	48.9%	63.0%	100.0%	64.3%	47.0%	100.0%	
Median Student Proficiency (1-4.5)	3.57	47.3%	3.07	4.12	60.4%	2.74	4.12	
Student Performance Score:	19.6							

3 Student Progress (55%)								
English Language Arts								
Percent of Students Making at least 1 Year of Progress	61.6%	91.4%	44.9%	63.4%	85.3%	39.2%	65.7%	
Average Change in Student Proficiency	0.14	106.8%	-0.03	0.13	84.2%	-0.09	0.19	
Average Change in Proficiency in School's Lowest 1/3 of Students			0.10	0.39	NA	0.06	0.48	
Mathematics								
Percent of Students Making at least 1 Year of Progress	45.2%	18.3%	39.5%	70.7%	32.5%	34.2%	68.0%	
Average Change in Student Proficiency	-0.05	10.0%	-0.08	0.18	25.9%	-0.14	0.20	
Average Change in Proficiency in School's Lowest 1/3 of Students			-0.03	0.44	NA	-0.07	0.47	
Student Progress Score:	31.2							

	Exemplary Proficiency Gains*		Additional Credit Received
	This Year	Peer Horizon	
4 Closing the Achievement Gap			
English Language Arts			
English Language Learners	0.0%	-	
Special Education Students			
Hispanic Students Who Are in Lowest Third Citywide			
Black Students Who Are in Lowest Third Citywide			
Other Students Who Are in Lowest Third Citywide			
Mathematics			
English Language Learners	0.0%	-	
Special Education Students			
Hispanic Students Who Are in Lowest Third Citywide			
Black Students Who Are in Lowest Third Citywide			
Other Students Who Are in Lowest Third Citywide			

* Percent of students who gained half a proficiency level or more this year