

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

Office of Innovative School Models
Charter Schools Office
462 EBA
Albany, New York 12234
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Charter School Annual Report
2009 - 2010

Charter School Information and Cover Page

Name of Charter School: Hellenic Classical Charter School

Primary Address: 646 5th Avenue, Brooklyn, New York 11215

Telephone: (718) 499-0957 Fax: (718) 499-0959

BEDS #: 331500860878

District/CSD of Location: CS District 15

Charter Entity: New York City Department of Education

Date School First Opened for Instruction: September 2005

School Leader: Christina Tettonis

E-mail Address of School Leader: CTettonis@aol.com

President, Board of Trustees: Charles Capetanakis

E-mail Address and Phone Number of Board President: cc@dmlegal.com

Tel: (212) 557-7200

Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2009-10 Annual Report

Grades 3 – 8 State ELA Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7			
	L1	L2	L3	L4																
Special Education Students	0	3	0	0	0	4	0	0	1	0	1	0	0	0	2	0				
2006-07 – All Students	1	2	19	2	2	5	14	1	1	4	18	2					1	13	8	2
2009-10 General Education Students	1	2	19	2	2	5	14	1	1	4	18	2					1	13	8	2
Special Education Students	2	15	22	8					1	5	9	5					0	10	7	2
2007-08 – All Students	0	1	2	0	0	3	2	0	1	2	1	0	1	2	0	0	1	3	1	0
2008-09 – All Students	1	11	36	1	1	5	18	1	0	4	20	1	0	3	20	1	0	2	22	3
General Education Students	1	11	21	1	1	4	17	1	0	4	17	1	0	2	18	1	0	1	21	3
Special Education Students	0	0	5	0	0	1	1	0	0	0	3	0	0	1	2	0	0	1	1	0
2007-08 – All Students	1	11	11	1	1	8	16	0	2	2	18	1	0	8	19	0				
General Education Students	1	8	11	1	1	4	16	0	1	2	17	1	0	8	17	0				

New York State Assessment Results

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>
Listening & Speaking (Gr. K-1)	2009-10	9	0%	22%	67%	11%	9	0%	22%	67%	11%	2	0%	0%	0%	100%
	2008-09	10	0%	30%	50%	20%	8	0%	38%	62%	0%					
	2007-08	5	0%	20%	80%	0%	5	0%	20%	80%	0%					
	2006-07	5	0%	20%	60%	20%	5	0%	20%	60%	20%					
Reading & Writing (Gr. K-1)	2009-10	9	22%	56%	0%	22%	9	22%	56%	0%	22%	2	0%	0%	50%	50%
	2008-09	10	10%	20%	50%	20%	8	10%	20%	40%	10%					
	2007-08	5	20%	60%	20%	0%	5	20%	60%	20%	0%					
	2006-07	5	40%	40%	0%	20%	5	40%	40%	0%	20%					
Listening & Speaking (Gr. 2-4)	2009-10	6	0%	0%	33%	67%	4	0%	0%	25%	75%	2	0%	0%	50%	50%
	2008-09	5	0%	0%	20%	80%	5	0%	0%	20%	80%					
	2007-08	5	0%	0%	60%	40%	5	0%	0%	60%	40%					
	2006-07															
Reading & Writing (Gr. 2-4)	2009-10	6	0%	33%	33%	33%	4	0%	25%	25%	50%	2	0%	50%	50%	0%
	2008-09	5	0%	40%	60%	0%	5	0%	40%	60%	0%					
	2007-08	5	20%	40%	40%	0%	5	20%	40%	40%	0%					
	2006-07															
Listening & Speaking (Gr. 5-6)	2009-10	1	0%	0%	0%	100%	1	0%	0%	0%	100%					
	2008-09	1	0%	0%	0%	100%	1	0%	0%	0%	100%					
	2007-0-8	2	0%	0%	0%	100%	2	0%	0%	0%	100%					
	2006-07															
Reading & Writing (Gr. 5-6)	2009-10	1	0%	0%	100%	0%	1	0%	0%	100%	0%					
	2008-09	1				100%	1				100%					
	2007-08															
	2006-07															

New York State Assessment Results

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Listening & Speaking (Gr. 7-8)	2009-10	2	0	0	0	100%	2	0	0	0	100%					
	2008-09															
	2007-08															
	2006-07															
Reading & Writing (Gr. 7-8)	2009-10	2	0	0	100%	0	2	0	0	100%	0					
	2008-09															
	2007-08															
	2006-07															
Listening & Speaking (Gr. 9-12)	2009-10															
	2008-09															
	2007-08															
	2006-07															
Reading & Writing (Gr. 9-12)	2009-10															
	2008-09															
	2007-08															
	2006-07															

**Hellenic Classical Charter School
Annual Report
November 1, 2010**

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

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

1. For the 2007-2008 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.

Results: The following table provides the results of the 50 Kindergartners who were assessed using the ECLAS-2. The percentage of students accurately completing level 1 strands: RR, RG, SC and IC was 96%. Overall, 91% of Kindergarten students completed level 2 strands for Alphabet Recognition and Spelling.

Table 1. Percent Kindergarten Students Proficient by Skill on ECLAS

N=50	RR	RG	SC	IC	ABC	SP
	96%	94%	98%	96%	94%	88%

Analysis/Evaluation: HCCS has demonstrated the ability to build a solid foundation to support proficiency in ELA beginning in Kindergarten. The overall average of students scoring as proficient in the ECLAS-2 is 94%. This measure was met.

2. For the 2007-2008 through 2009-2010 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 Fall – the beginning of the school year- and in the Spring-at the end of the year.

Results: Table 2 provides the results of the first grade students who were assessed in the ECLAS-2. By the Spring of 2010, 84% of these students mastered the level 4 strand of Spelling and 82% for decoding.

Table 2. Fall 2009 and Spring 2010: Percentage of Grade 1 Students at Grade Level on ECLAS-2

Subtests Spelling and Decoding.

N= 51	Spelling	Decoding
Fall 2009	0%	28%
Spring 2010	84%	82%

Analysis/Evaluation: The results illustrated in Table 2 indicate the attainment of level 4 spelling and decoding strands of first grade students. As indicated, no students mastered level 4 spelling strands in the fall and only 28% in decoding. In the spring, first grade students achieved this goal.

Additional Evidence:

3. For the 2007-2008 through 2009-2010 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 2009- the beginning of the school year- and Spring 2010- 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 2009 and Spring 2010: Percentage of Grade 2 Students at Grade Level on ECLAS-2

Subtests Spelling and Decoding.

N= 52	Spelling	Decoding
Fall 2009	1%	42%
Spring 2010	72%	96%

Analysis/Evaluation: The results illustrated in Table 3 indicate that only 72% of students in second grade mastered the strand of spelling and 96% for decoding. The data also indicates a significant growth in Grade 2 evidenced by the ECLAS assessments performed in the Fall verse Spring.

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

1. For the 2007-08 through 2009-10 school years, 75% of 3rd through 8th graders enrolled in at least their second year of 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 April HCCS administered the ELA test to its Grade 3, 4, 5, 6, 7 and 8 classes.

Results--Table 4. Number and Percent of HCCS Students Performing at Levels 1 – 4 on the NYS ELA Assessment in Grades 3-8.

	Levels:	1(%)	2(%)	3(%)	4(%)	3 + 4 (%)
Grade 3	1+ years n=45	2 (4%)	14 (31%)	22(48%)	7(16%)	29(64%)
	All Students n= 50	2(4%)	16(32%)	24(48%)	8(16%)	32(64%)
Grade 4	1+ years n= 40	1(2%)	17(42%)	22(55%)	0(0%)	22(55%)
	All Students n=48	1(2%)	22(46%)	25(52%)	0(0%)	25(52%)
Grade 5	1+ years n=21	2(9%)	7(33%)	8(38%)	4(19%)	12(57%)
	All Students n=24	2(8%)	7(29%)	10(42%)	5(21%)	15(63%)
Grade 6	1+ years n= 23	4(17%)	8(35%)	11(48%)	0(0%)	11(48%)
	All Students n=24	4(17%)	8(33%)	12(50%)	0(0%)	12(50%)
Grade 7	1+ years n=21	1(5%)	11(52%)	7(33%)	2(10%)	9(43%)
	All Students N=24	1(4%)	13(54%)	8(33%)	2(8%)	10(42%)
Grade 8	1+ years n= 26	0(0%)	10 (38%)	16(62%)	0(0%)	16(62%)
	All Students n= 26	0(0%)	10(38%)	16(62%)	0(0%)	16(62%)
All Grades	1+ years n=176	10(5%)	67(38%)	86(49%)	13(7%)	99(56%)
	All Students n=196	10(5%)	76(39%)	95 (48%)	15 (7%)	110 (56%)

Table 5. Number and Percent of HCCS Special Education Students Performing at Levels 1 – 4 on the NYS ELA Assessment in Grades 3-8.

	Levels:	1(%)	2(%)	3(%)	4(%)	3 + 4 (%)
Grade 3	n= 3	0 (0%)	1(33%)	2(67%)	0(0%)	2(67%)
Grade 4	n=5	0 (0%)	3(60%)	2(40%)	0 (0%)	2(40%)
Grade 5	n=4	1(25%)	2(50%)	1(25%)	0 (0%)	1(25%)
Grade 6	n=3	1(33%)	2(67%)	0 (0%)	0 (0%)	0 (0%)
Grade 7	n=5	1(20%)	3(60%)	1(20%)	0 (0%)	1(20%)
Grade 8	n=1	0 (0%)	1(100%)	0 (0%)	0 (0%)	0 (0%)

Analysis/Evaluation: 56% of HCCS students in grades 3 through 8 performed at or above a level 3 on the NYS ELA examination. For students in their second year at HCCS, 56% of students performed at or above a level 3. Due to changes in ranges for scale scores determining a level 3 or 4 for the 2009-2010 school year, HCCS unfortunately did not meet this ELA charter goal. However, we exceeded the Community School District and Citywide averages.

Additional Evidence: HCCS further analyzed the ELA scores using the 2008-2009 scale score of 650. The analysis was completed for grades 3 through 8 for students who are enrolled in at least their second year at HCCS. According to the results indicated below, HCCS would have had 83% of students scoring at a level 3 or above, therefore meeting our ELA goal. HCCS is confident that it is making progress in the acquisition of English Language Arts skills by all its students. School-wide ELA data demonstrates that all students, in grades 3 through 8, would have out-performed the school's charter goals, with the exception of 6th grade, whose average fell below 75%.

ELA		650 cut-off
Grade 3	n= 45	41 (91%)
Grade 4	n= 40	34 (85%)
Grade 5	n=21	19 (91%)
Grade 6	n= 23	16 (70%)
Grade 7	n= 21	16 (76%)
Grade 8	n= 26	20 (77%)
Total	n=176	146/176= 83%

Action Plan: HCCS will continue to commit itself to strong professional development and use data to drive instructional practices. Focused and specific professional development utilizing best practices in literacy methodologies and strategic activities will be implemented to build teacher capacity. A literacy consultant will continue to support all new teachers as well as provide on-going adult learning to all teachers. Our data consultant will continue to provide one on one and group discussions on analyzing student data and using the information to guide their instruction. Grade level planning will continue to be guided and supported by literacy consultants. Intervention specialists will continue to provide focused instruction to students at risk of not meeting the standards. The academic intervention reading teacher will provide push-in and pull out services one on one and small group differentiation instruction to at –risk students. Title 1 after-school and Saturday programs will be offered to all students to ensure needs are addressed. Middle school students will receive additional ELA classes by subject specialists. Frequent literacy assessments will indicate students who are progressing or still exhibiting issues in reading acquisition. Special education teachers provide services to mandated children and students at –risk for not meeting the standards. In addition, the SE teacher will provide teacher support in the classroom. To ensure school wide improvement, HCCS will continue to focus on creating a student friendly classroom environment, organizing and increasing classroom libraries based on genre and then, conducting student conferences, guided reading groups, and analyzing standards based student work and the writing process for the 2010-2011 school year.

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

Result: HCCS’s aggregate Performance Index on the New York State ELA is 178. This meets the Annual Measurable objective designed by the State’s No Child Left Behind (NCLB) accountability system. HCCS met its AMO and made annual yearly progress (AYP) and has been 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.

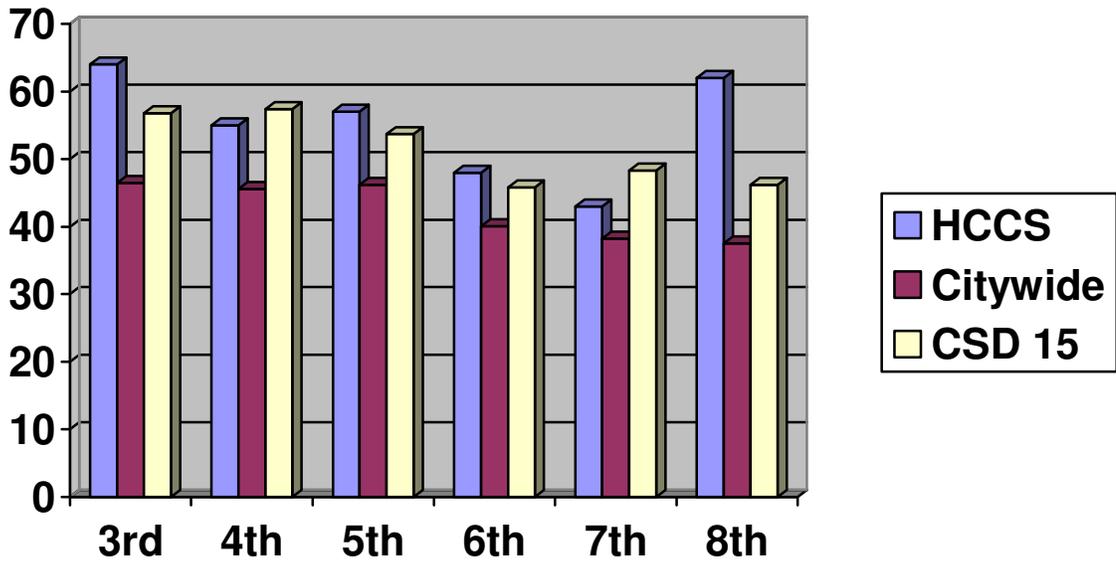
Results: Table 6 illustrates HCCS’s two year cohorts in grades 3 through 8 and their performance versus the District and City. As indicated, grades 3, 5, 6 and 8 exceeded the city and district averages. Grade 4 and 7 did not out perform the district this year. HCCS understands that this was a transitional year with the changes of the scale score ranges. We also take into consideration that HCCS is located in a high performing Community School District.

Table 6. Comparison of HCCS Performance on 2010 NYS ELA versus the City and District 15

2010 ELA Test		HCCS	Citywide	CSD 15
Grade 3	1+ years	64%	46.5%	56.8%
Grade 4	1+ years	55%	45.6%	57.4%
Grade 5	1+ years	57%	46.2%	53.7%
Grade 6	1+ years	48%	40%	45.8%
Grade 7	1+ years	43%	38.2%	48.3%
Grade 8	1+ years	62%	37.5%	46.2%

Graph 1. Graphical Illustration of HCCS Performance on 2010 NYS ELA versus the City and CSD 15.

Graph 1



- 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 for all similar schools as determined by the Department of Education and based on the similar school categories generated by the New York State department and the New York City Department of Education.

Result: We have not been notified of which schools will be used as similar schools. This analysis will be completed by the New York State Education Department. Our similar schools have been changed this year since we will be compared to K-8 schools.

3. For the 2007-08 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 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 7 below provides an analysis of students who are enrolled in HCCS for at least 2 years that tested proficient by each school year. Unfortunately, unlike the 2008-2009 school year, grade level cohorts demonstrated a decrease in student performance.

Table 7.	Percent of Students in Two-Year Cohort Who Tested as Proficient (Levels 3+4) on NYS ELA Exam by School Year				Increase/Decrease (+/-)
	SY 06-07	SY 07-08	SY 08-09	SY 09-10	
Grade 4 Cohorts	72.2%	63.6%	80%	55%	-25
Grade 5 Cohorts	86.7%	77%	86%	57%	-29
Grade 6 Cohorts	NA	76.5%	86%	52%	-34
Grade 7 Cohorts	NA	NA	92%	43%	-49

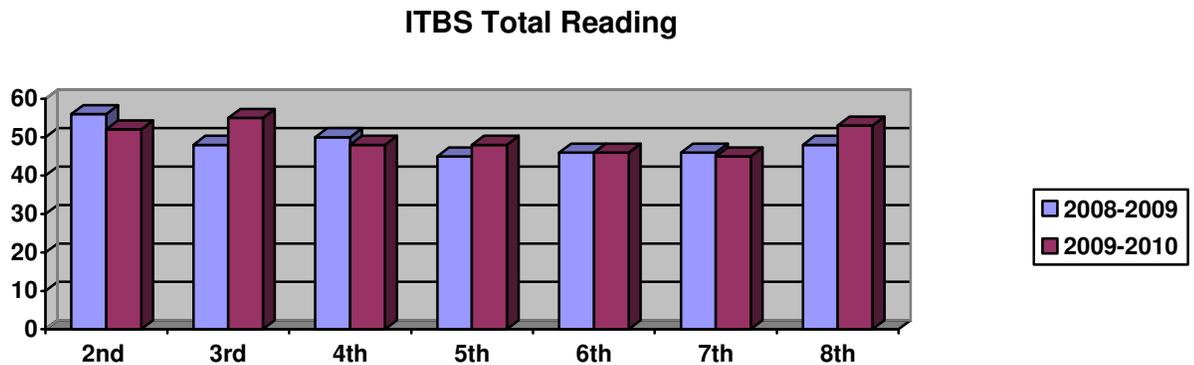
Analysis/Evaluation: For 2009-2010 school year, HCCS did not achieve this goal. The decreases in proficiency levels within the cohorts are indicative to the changes of the ranges in scale scores. HCCS is confident its students will increase proficiency in the 2010-2011 school year.

Action Plan: HCCS will continue to provide its students with a strong literacy program and reinforce grade-level skills. Our staff commits itself to strong professional development using specialists in the literary field. Differentiated professional development will be provided for each teacher in the testing grades with a focus on testing as a genre, reading strategies and skills and using student data to plan for instruction. Focused and specific professional development utilizing best practices in literacy methodologies and strategic activities will be implemented to build teacher capacity. Teachers will continue to use on-going assessments to drive instructional decisions in the classroom. Schedules have been developed to increase time delegated for grade level planning. Our academic intervention specialist and special education teachers will support and provide additional targeted assistance using research based, proven to be effective curriculum to students who are struggling in all areas of literacy. As a school wide Title I school, we will continue to offer after school, Saturday and summer school programs to support student growth and academic progress.

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 an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

Graph 2.



Results

The summary of the ITBS reading results indicate that our grades 3, 5 and 8 scored higher from the 2008-2009 school year, therefore reducing the NCE score by ½ the gap from the previous year. Through further analysis, grades 2, 4 and 7 declined from last year. 6th grade does not demonstrate any growth in comparison to last year’s results.

Action Plan:

We will continue to plan for our improvement to enable grade level cohorts to increase in this component of the Iowa Test of Basic Skills. Specifically, our teachers will maintain and continue to receive intensive training in differentiating instruction to meet the needs of our diverse students and how to analyze student data and make instructional decisions. Professionals such as the principal, academic intervention specialists and consultants will provide meaningful, standards-based professional development. Teachers will continue to conduct grade-level planning, write unit plans, focus on looking at student work, participate and reflect on focus walks, participate in study sessions and be invited to learn from the lab site. Our assistant principal and subject area specialists will continue to support but will also provide guidance and support in their areas of expertise. The ECLAS data demonstrates evidence that our early childhood grades are showing significant progress in literacy despite the lack of significant progress on this assessment. The programs will be further enhanced by once again assigning teacher assistants in grades Kindergarten and First. There will also be support in the upper grades. A reading specialist, an

ESL teacher and two resource room teachers will provide academic intervention services. They will also provide both group and one on one student support using research-based best practices. The resource teachers will also provide mandated services to children with IEP's. The guidance counselor, with the assistance of the youth development counselor, will develop positive rapport with our children and assist in giving them the confidence, social skills and self esteem that they need. In addition, there are ten tutors trained in administering the Reading Rescue program used for academic intervention services in the area of literacy. In addition, all teachers need to continue to increase the academic rigor and continue to set high expectations for all students.

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

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

1. For the 2007-08 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 Mathematics 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 Math. In May, HCCS administered the Math test to its Grade 3, 4, 5, 6, 7 and 8 classes.

Results: 61% of HCCS students in grades 3 through 8 performed at or above a level 3 on the NYS Math examination. For students in their second year at HCCS, 62% of students performed at or above a level 3. Due to changes in ranges for the scale scores determining a level 3 or 4 for the 2009-2010 school year, HCCS unfortunately did not meet this Math charter goal. Overall, HCCS out performed the Community School District and the City on the NYS Math exam.

Table 8: Number and Percent of HCCS Students Performing at Levels 1- 4 on the NYS Mathematics Assessment in Grades 3-8.

	Levels:	1(%)	2(%)	3(%)	4(%)	3 + 4 (%)
Grade 3	1+ years n=45	2(4%)	6(13%)	21(47%)	16(36%)	37(82%)
	All Students n= 50	2 (4%)	6(12%)	24(48%)	18(36%)	42(84%)
Grade 4	1+ years n= 40	1(2%)	14(35%)	17(42%)	8(20%)	25(63%)
	All Students n=48	1(2%)	19(40%)	18(37%)	10(21%)	28(58%)
Grade 5	1+ years n=21	0(0%)	10(48%)	8(38%)	3(14%)	11(52%)
	All Students n=24	0 (0%)	11(46%)	9(37%)	4(17%)	13(54%)
Grade 6	1+ years n=23	1(4%)	10(43%)	8(35%)	4(17%)	12(52%)

	<i>All Students n=24</i>	1(4%)	10(42%)	9(37%)	4(17%)	13(54%)
Grade 7	<i>1+ year n=22</i>	2(9%)	12(55%)	6(27%)	2(9%)	8(36%)
	<i>All Students n= 25</i>	2(8%)	15(60%)	6(24%)	2(8%)	8(32%)
Grade 8	<i>1+ year n=26</i>	2(7%)	8(31%)	14(54%)	2(7%)	16(62%)
	<i>All Students n=26</i>	2(7%)	8(31%)	14(54%)	2(7%)	16(62%)
All Grades	<i>1+ years n= 177</i>	8(4%)	60(34%)	74(42%)	35(20%)	109(62%)
	<i>All Students n=197</i>	8(4%)	69(35%)	80(41%)	40(20%)	120(61%)

Table 9: Number and Percent of HCCS Special Education Students Performing at Levels 1- 4 on the NYS Mathematics Assessment in Grades 3-8.

	Levels:	1(%)	2(%)	3(%)	4(%)	3 + 4 (%)
Grade 3	<i>n= 3</i>	1 (33%)	0 (0%)	2 (67%)	0 (0%)	2 (33%)
Grade 4	<i>n=5</i>	0 (0%)	2 (40%)	3 (60%)	0 (0%)	3 (60%)
Grade 5	<i>n=4</i>	0 (0%)	3 (75%)	1 (25%)	0 (0%)	1 (25%)
Grade 6	<i>n=3</i>	0 (0%)	2 (67%)	1 (33%)	0 (0%)	1 (33%)
Grade 7	<i>n=5</i>	0 (0%)	4 (80%)	1 (20%)	0 (0%)	1 (20%)
Grade 8	<i>n= 1</i>	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Additional Evidence: HCCS further analyzed the Math scores using the 2008-2009 scale score of 650. The analysis was completed for students in grades 3 through 8 who are enrolled in at least their second year at HCCS. According to the results indicated below, HCCS would have had 86% of students scoring at a level 3 or above, therefore meeting our Math goal. However, this is a decrease from the 2008-2009 average. HCCS has identified math as an area of concern; however we are confident that our students are making adequate progress in the area of mathematics. As identified below, every grade has exceeded the benchmark specified by our charter with the exception of 7th grade. A separate action plan has been developed to address the needs that have been observed for the upcoming 8th grade in 2010-2011.

Math		650 cut-off
Grade 3	n= 45	44 (98%)
Grade 4	n= 40	37 (93%)
Grade 5	n=21	16 (76%)
Grade 6	n= 23	20 (87%)
Grade 7	n= 22	13 (59%)
Grade 8	n= 26	23 (88%)
Total	n=177	153/177= 86%

Action Plan: HCCS has recognized mathematics as a school-wide area of concern. A plan of action has been created with the collaboration of the administration, teachers and math consultants. The following plan will be implemented for the 2010-2011 school year: student self assessments, math portfolios, math centers, tutoring, the hiring of a math coach to provide professional development weekly throughout the school year and team teaching within the middle school. In addition, teachers will partake in intervisitations to other schools to observe best practices. To support these changes, HCCS will increase the amount of parent communication school wide. Parents will receive 3 yearly progress reports and 4 report cards for the current school year. To address the needs of our Special Education and At-Risk students, Saxon Math will be used as a supplement for math. HCCS will continue to closely monitor student growth and the acquisition of grade level math skills and concepts. Through extensive data analysis placed on the school portal/warehouse of information, administration, teachers, intervention specialists and the consultant will be able to carefully monitor and analyze student performance. HCCS will also integrate additional technology to supplement and support math. Our 4th and 5th grade students will participate in a world-wide mathematics program titled *Time to Know*. *Time to Know* is a computer based program, which students participate in whole class and in independent work time on lab tops purchased by the school to address strengths and needs. Within the classroom the implementation of math centers and the more frequent use of manipulatives will help support and differentiate learning for all students. To address the needs in our middle school, an additional math teacher was hired to allow for team –teaching in grades 6, 7 and 8. This will also allow increasing the amount of students who can receive tutoring and meet the needs of those who will benefit from at-risk services and/or enrichment. Our resource room teachers will continue to provide services and teacher support. We have provided the time for our teachers to take the math curriculum to align it to the standards and create monthly curriculum maps. There will be a continued emphasis on math vocabulary terms, mathematical writing, mathematical reasoning, problem solving and accountable talk.

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.

Results: HCCS's aggregate Performance Index on the New York State Mathematics exam is 185. This meets the Annual Measurable Objective designed by the State's No Child Left Behind (NCLB) accountability system.

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.

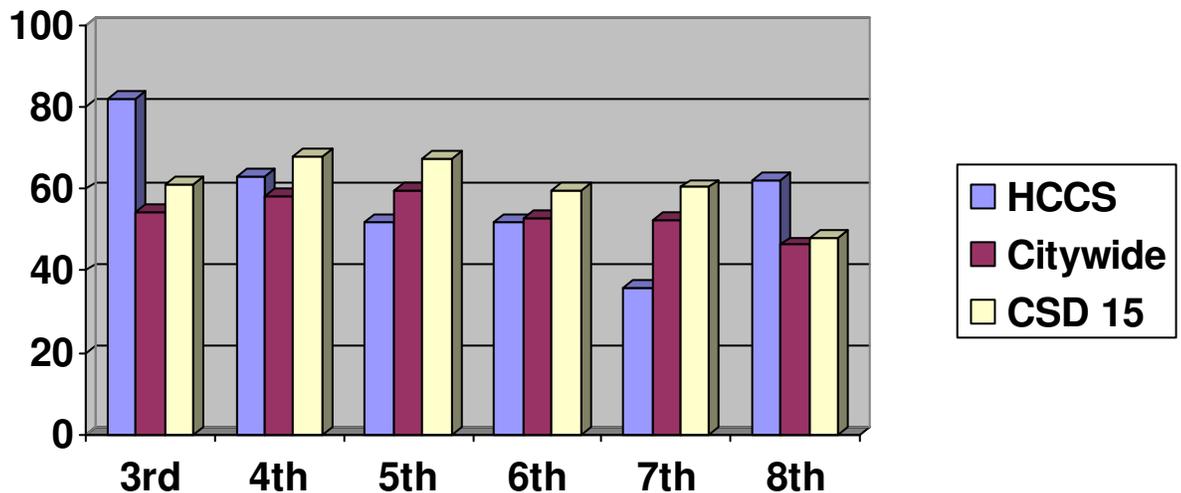
Results: Table 10 below provides an analysis of students who are enrolled in HCCS for at least 2 years that tested proficient by each school year. Only grades 3 and 8 exceeded the city and district averages.

Table 10. Comparison of HCCS Performance on 2010 NYS Math versus the City and District 15

2010 Math Test		HCCS	Citywide	CSD 15
Grade 3	1+ years	82%	54.3%	61.3%
Grade 4	1+ years	63%	58.4%	67.9%
Grade 5	1+ years	52%	59.7%	67.3%
Grade 6	1+ years	52%	53%	59.8%
Grade 7	1+ years	36%	52.6%	60.4%
Grade 8	1+ years	62%	46.3%	47.9%

Graph 3. Graphical Illustrations of HCCS Performance on 2009 NYS Math versus the City

Graph 3



Analysis/Evaluation: Grades 3 and 8 cohorts exceeded the city and district in performance on the NYS Math examination. Grade 4 surpassed the city average, however not the district. The following grades 5, 6 and 7 did not meet and/or exceed the city and/or district. Analysis of last year's scores in comparison to 2009-2010 results indicated minimal growth. However, due to the fact that it was a transitional year, we are confident our students will increase math scores.

Action Plan: As previously mentioned HCCS has developed a comprehensive action plan to address the area of mathematics. We will continue to dedicate ourselves to strong and effective professional development. Currently an experienced math coach has been hired to support middle school teachers and provide professional development weekly. The introduction of math portfolios in grades K through 8 has been implemented. HCCS will continue to focus its attention on tracking and analyzing student data that will influence and adapt instructional practices. Intervention specialist in mathematics has and will continue to provide focused instruction to students at risk of not meeting the standards. Title 1 Saturday and after school programs will continue to be offered to support all students. The additional of programs and supplements to the mathematics curriculum such as, Saxon and Time to Know will assist teachers to differentiate their teaching and enhance pupil learning. Our teachers will observe best practices by visiting other schools within the district to gain insight into how to successfully implement the teaching of mathematical concepts and skills.

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 department and the New York City Department of Education.

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

3. For the 2007-08 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 11 summarizes progress towards this goal for Grades 4, 5, 6 and 7 on the NYS Math exam.

Table 11.	Percent of Students in Two-Year Cohort Who Tested as Proficient (Levels 3+4) on NYS Mathematics Exam by School Year				Increase/Decrease (+/-)
	SY 06-07	SY 07-08	SY 08-09	SY 09-10	
Grade 4 Cohorts	72.2%	70%	85%	63%	- 22
Grade 5 Cohorts	80%	78.4%	77%	52%	- 25
Grade 6 Cohorts	NA	76.5%	86%	48%	- 38

Grade 7 Cohorts	NA	NA	92%	36%	- 56
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Analysis/Evaluation: HCCS did not achieve this math goal for 2009-2010 school year. The decline of student proficiency levels further support the need to address the area of mathematics school-wide. As illustrated in the table above, HCCS students dramatically increased from school year 2007-2008 to 2008-2009. We are confident our students will increase proficiency for the current year.

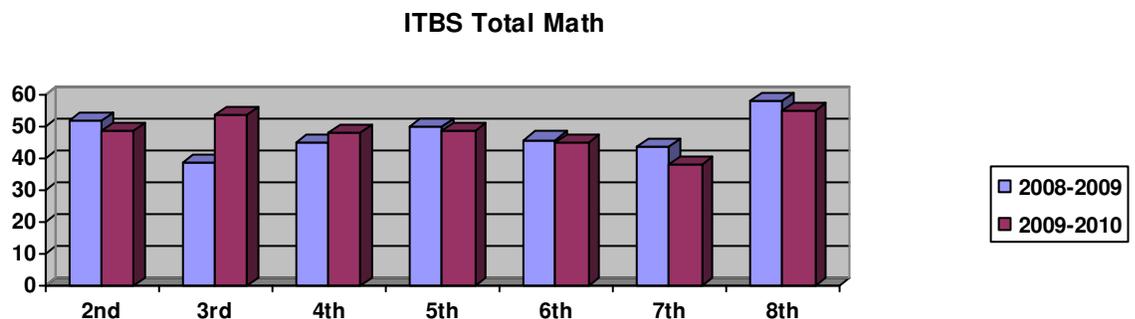
Action Plan:

HCCS has created an action plan that will support and create a more effective math curriculum. We will implement various strategies to ensure student comprehension of math concepts, vocabulary and grade-level skills. HCCS has implemented team teaching in the middle school grades and weekly math coaching by a consultant for all grade levels. Quality professional development in best practices will assist teachers in producing efficient strategic activities in mathematics. As previously stated, students who are at-risk and/or special needs will receive intervention services Title 1 after school and Saturday test preparation to increase student growth and math stamina.

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 (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 in the previous year, the cohort is expected to show at least an increase in the current year.

Graph 4.



Analysis/Evaluation: The summary of the ITBS math results indicate that grades 3 and 4 scored significantly higher than last year. The results for grades 2, 5, 6, 7 and 8 illustrated above show a decline in NCE scores from the previous year's administration. This further supports the need for focused attention in the area of mathematics in the elementary and middle school grades.

Action Plan: HCCS will continue to strategize on approving student and academic progress in the area of mathematics. Students require support in the components of mathematical vocabulary and computation. Teachers will continue to participate in effective and quality professional development. More focused attention is necessary to improve the quality of curriculum mapping, planning, and organizing math lessons. HCCS will provide more time for our teachers to participate in frequent grade level meetings to develop more efficient curriculum maps that are clear and aligned to grade level standards. We will emphasize on math strategies and reasoning in order to enhance learning and address areas of concern for individual students. The implementation of math portfolios, math centers and tutoring will ensure the mastery of specific mathematical concepts and skills. A math coach has been hired to provide classroom teachers with support for more effective teaching strategies that will enable students to increase comprehension of appropriate mathematical vocabulary, reasoning, problem solving and computation on or above grade level. Through the implementation of these specific strategies, HCCS will meet its goals and the results will be reflected on the Iowa Test of Basic Skills for the current school year.

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 2007-08 through 2009-10 school years, 75% of fourth and eighth 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.

Method: New York State administers an annual Science exam to grade 4. Students who score a level 3 or 4 demonstrate proficiency in Science. In April, HCCS administered the Science test to its 4th graders.

Result: As indicated in Table 12, 100% of HCCS’s fourth graders enrolled in at least their second year performed at or above Level 3 on the New York State Science examination. This goal was successfully met.

Table 12: Number and Percent of HCCS Students Performing at Level 1-4 on the NYS Science Assessment in Grade 4.

	Levels:	1(%)	2(%)	3(%)	4(%)	3 + 4 (%)
Grade 4	2-yr Cohorts n=40	0 (0%)	0 (0%)	12 (30%)	28(70%)	40(100%)
	All Students n=48	0 (0%)	0 (0%)	12 (25%)	36 (75%)	48 (100%)

Analysis/Evaluation: The results in table 12 illustrate that 100% of the students met or exceeded the state Science standards.

Action Plan: HCCS will continue to provide teachers with time to plan and develop Science curriculum maps that are clearly aligned to the standards. Teachers will continue to monitor student progress and support those that are at risk of not meeting grade level standards. Students will continue to participate in science lab experiments to enhance the curriculum and student engagement. Title 1 After-School and Saturday test preparation sessions will be offered to all students to provide more direct and explicit instruction in the area of Science. We also provide enrichment through student participation in the yearly Science Olympiad and additional Science programs available throughout the city.

Method: New York State administers an annual Science exam to grade 8. Students who score a level 3 or 4 demonstrate proficiency in Science. In April, HCCS administered its first NYS Science test to its 8th graders.

Result: 88% of HCCS’s eighth graders enrolled in at least their second year performed at or above Level 3 or 4 on the New York State Science examination. This goal was successfully met.

Table 13: Number and Percent of HCCS Students Performing at Level 1-4 on the NYS Science Assessment in Grade 8.

	Levels:	1(%)	2(%)	3(%)	4(%)	3 + 4 (%)
Grade 8	2-yr Cohorts n=26	0 (0%)	3 (11%)	8 (31%)	15 (58%)	23 (88%)
	All Students n=26	0(0%)	3(11%)	8(31%)	15(58%)	23 (88%)

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

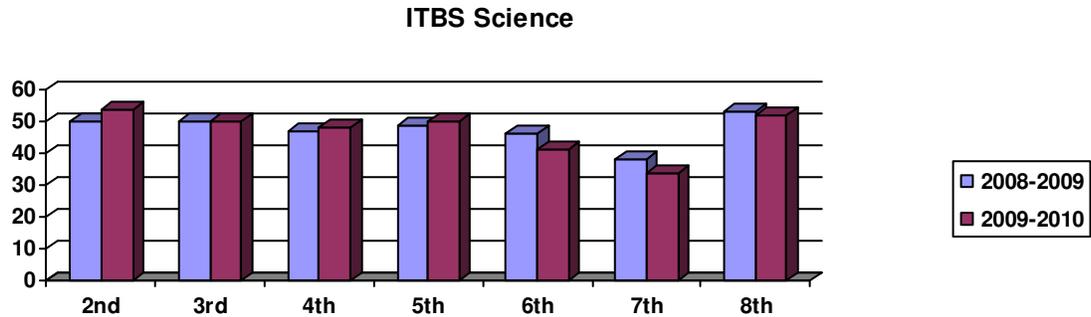
1. Each year, the percent of students who are enrolled in at least their second year at HCCS and performing at or above Level 3 in the State Science exam in each tested grade will be greater than that of CSD 15 and the citywide average.

Results: The comparison is not possible at this time. The DOE has not yet released the proficiency levels for the District and City. This analysis will be completed when results have been made available.

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

2. For the 2007-08 through 2009-10 school years, grade-level cohorts of students (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 in the previous year, the cohort is expected to show at least an increase in the current year.

Graph 5



Results: As illustrated in the above graph, grades 2, 4 and 5 demonstrated an increase in NCE scores in comparison to last year's performance. Grade 3 did not show growth in total NCE score from the previous year. As the results are further analyzed, grades 6, 7 and 8 declined from the previous year's scores.

Action Plan: Science is a concern within the middle school grades. More time will be allotted to teachers to be able to plan and develop more efficient curriculum maps to address the needs of students in all grades. Professional development will become more focused for this curriculum area. We will more frequently assess student to monitor growth in the area of Science. HCCS is confident that each grade will increase NCE scores for the current school year on the Iowa Test of Basic Skills.

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 2007-08 through 2009-10 school years, 75% of fifth and eighth 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.

Table 14. Number and Percent of HCCS Students Performing at Level 1-4 on the NYS Social Studies Assessment in Grade 5.

	Levels:	1(%)	2(%)	3(%)	4(%)	3 + 4 (%)
Grade 5	2-yr Cohorts n=23	0	4 (17%)	10(43%)	9(39%)	19(83%)
	All Students n=26	0 (0%)	4(15%)	13 (50%)	9(35%)	22(85%)

Results: 83% of the fifth graders who are enrolled at HCCS for at least their second year performed at or above Level 3 on the New York State Social Studies examination. This goal was successfully met.

Table 15. Number and Percent of HCCS Students Performing at Level 1-4 on the NYS Social Studies Assessment in Grade 8.

	Levels:	1(%)	2(%)	3(%)	4(%)	3 + 4 (%)
Grade 8	2-yr Cohorts n=26	2(7%)	2(7%)	16(62%)	6(23%)	22(85%)
	All Students n=26	2(7%)	2(7%)	16(62%)	6(23%)	22(85%)

Results: 85% of the eighth graders who are enrolled at HCCS for at least their second year performed at or above Level 3 on the New York State Social Studies examination. This goal was successfully met.

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

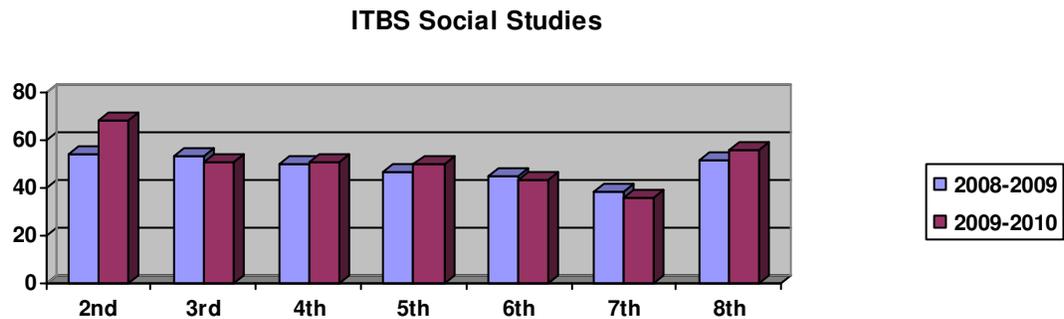
2. Each year, the percent of students who are enrolled in at least their second year at HCCS and performing at or above Level 3 on the New York State Social Studies exam in each tested grade will be greater than that of CSD 15 and the citywide average.

Results: The comparison is not possible at this time. The DOE has not yet released the proficiency level for the District and city for the Social Studies examination. This analysis will be completed when results have been made available.

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

3. For the 2007-08 through 2009-10 school years, grade-level cohorts of students (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 in the previous year, the cohort is expected to show at least an increase in the current year.

Graph 6



Results: As indicated in Graph 6, students in grades 2, 4, 5 and 8 demonstrated growth and increased last year's previous NCE scores. Decreases in NCE scores for grades 3, 6 and 7 for the 2009 school year were not significant but reveals that this area may require more attention, support and professional development.

Analysis/Evaluation: More professional development will be provided to teachers for the integration of the Core Knowledge and Scott Foresman curriculum. This will result for more correlation between both curriculums that will reinforce the social studies curriculum. Grades 6, 7 and 8 are departmentalized and will receive instruction by a content area specialist. This will ensure more direct instruction to help support this area.

**Other Student Assessment Data
2009-10**

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

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

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	5/2010	45				45	NCE	60	
2	5/2010	50				50	NCE	52	
3	5/2010	48				48	NCE	55	
4	5/2010	44				44	NCE	48	
5	5/2010	24				24	NCE	48	
6	5/2010	24				24	NCE	46	
7	5/2010	25				25	NCE	45	
8	5/2010	26				26	NCE	53	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**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.”

**Other Student Assessment Data
2009-10**

Name of Charter School: The Hellenic Classical Charter School

Name of Test: Iowa Test of Basic Skills (IOWA)

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	5/2010	45				45	NCE	61	
2	5/2010	50				50	NCE	49	
3	5/2010	48				48	NCE	54	
4	5/2010	44				44	NCE	48	
5	5/2010	24				24	NCE	49	
6	5/2010	24				24	NCE	45	
7	5/2010	25				25	NCE	38	
8	5/2010	26				26	NCE	55	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**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.”

**Other Student Assessment Data
2009-10**

Name of Charter School: The Hellenic Classical Charter School

Name of Test: Iowa Test of Basic Skills (IOWA)

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	5/2010	45				45	NCE	63	
2	5/2010	50				50	NCE	54	
3	5/2010	48				48	NCE	50	
4	5/2010	44				44	NCE	48	
5	5/2010	24				24	NCE	50	
6	5/2010	24				24	NCE	41	
7	5/2010	25				25	NCE	34	
8	5/2010	26				26	NCE	52	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**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.”

Other Student Assessment Data
2009-10

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

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

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	5/2010	45				45	NCE	71	
2	5/2010	50				50	NCE	68	
3	5/2010	48				48	NCE	51	
4	5/2010	44				44	NCE	51	
5	5/2010	24				24	NCE	50	
6	5/2010	24				24	NCE	43	
7	5/2010	25				25	NCE	36	
8	5/2010	26				26	NCE	56	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**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.”

Progress toward Goals

Charter School Name: The Hellenic Classical Charter School
School Year: 2009-2010

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the goal/objective	Was the Goal/Objective Met (Y/N)	Explanation if Not Met
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	96% of Kindergarten students performed at a Level 1 on the rhyme recognition, 94% rhyme generation, 98% syllable clapping and 96% on initial consonants. 94% of students obtained a Level 2 on ABC recognition and 88% on the spelling strands on the Spring administration of the ECLAS-2.	ECLAS-2 Reading Assessment	Yes	
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	84% of first grade students performed at a Level 4 on the spelling strands and 82% performed at Level 4 in decoding on the spring administration of the ECLAS-2.	ECLAS-2 Reading Assessment	Yes	
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	72% of second grade students performed at or above Level 6 on the spelling and 96% decoding strands of the ECLAS-2.	ECLAS-2 Reading Assessment	No	Students will continue to participate in the word study program titled <i>Words Their Way</i> to reinforce vocabulary acquisition.

<p>75% of 3rd through 8th graders 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.</p>	<p>56% of students in grades 3 through 8 performed at a level 3 or 4 on the NYS English Language Arts exam.</p>	<p>NYS English Language Arts Examination</p>	<p>No</p>	<p>HCCS will continue to commit itself to strong professional development and use data to drive instructional practices. Focused and specific professional development utilizing best practices in literacy methodologies and strategic activities will be implemented to build teacher capacity. To ensure school wide improvement, HCCS will continue to focus on creating a student friendly classroom environment, organizing and increasing classroom libraries based on genre and then, conducting student conferences, guided reading groups, and analyzing standards based student work and the writing process for the 2010-2011 school year.</p>
<p>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</p>	<p>Performance Index for ELA is 178</p>	<p>New York State School Report Card/NCLB accountability system</p>	<p>Yes</p>	
<p>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</p>	<p>The following grades exceeded the District and city averages: 3, 5, 6 and 8. Grade 4 performances fell short of the city average and in grade</p>	<p>New York State Reports/NYSTART</p>	<p>No</p>	

will be greater than that of CSD 15 and the citywide average.	7; our school's average fell short of the District 15's average.			
Conditional upon the data for similar school being made available at 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 for all similar schools as determined by the Department of Education and based on the similar school categories generated by the New York State department and the New York City Department of Education.	Not available at this time.	DOE (Department of Education)	NA	
Grade level cohorts of students (Grade 2 and above) will reduce by one-half the gap between their average NCE in the previous spring administration of the ITBS, a nationally-norm reading test, and an NCE of 50 (grade level) in the current spring.	The following grade level cohorts reduced the gap by ½ from the previous year's NCE score: 3 rd , 5 th , and 8 th . Grade 6 NCE remained the same from last year's 5 th grade. Grade 2, 4 and 7 did not reach this particular goal.	ITBS (Iowa Test of Basic Skills)	No	Action Plan: Differentiated professional development will be provided for the subject teachers utilizing best practices in literacy methodologies and strategic activities. Fontas and Pinnell assessments will be conducted 3 times a year to monitor student progress. Teacher's College Reading and Writing Project will be implemented. Curriculum maps and units of study will be utilized. Teachers will be provided with one on one training with a data consultant. Implementation of Words Their

				Way, a researched based program will provide sequential, explicit instruction in grades 2 through 4.
75% of 3 rd through 8 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 Mathematics examination.	62% of 3 rd through 8 th graders enrolled in at least their second year at HCCS performed at or above Level 3 on the New York State Mathematics examination.	NYS Mathematics Examination	No	HCCS has developed a comprehensive action plan to address the area of mathematics. Various strategies such as the implementation of weekly professional development with experienced with a math coach, team teaching in the middle school, student self assessments, curriculum mapping and direct instruction of mathematical concepts.
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	Performance Index for Mathematics is 185.	New York State School Report Card/NCLB accountability system	Yes	
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.	Only grades 3 and 8 performed higher than the District and city averages. In grade 4, the district exceeded percentage of Levels 3 or above. In grades 5, 6 and 7 HCCS performed below the city and district.	New York State Reports/NYSTART	No	Action Plan: The math curriculum will be aligned to the state standards. Extensive professional development will be provided to emphasize developing a more comprehensive mathematics curriculum to support the following skills: Math vocabulary terms, mathematical writing,

				mathematical reasoning, problem solving and computation. The implementation of more student self assessments, math portfolios, tutoring and supplements to the math curriculum will support student needs and increase progress.
Conditional upon the data for similar school being made available at 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 for all similar schools as determined by the Department of Education and based on the similar school categories generated by the New York State department and the New York City Department of Education	Not available at this time.	DOE (Department of Education)	NA	
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	100% of fourth graders who are enrolled in at least their second year at HCCS performed at or above Level 3 on the New York State Science examination	NYSTART/NYS Science Examination	Yes	
Each year, the percent of students who are enrolled in at least their second year at HCCS and performing at or above Level 3 in the State Science exam in each tested grade will be greater than that of CSD 15 and the	100% of HCCS's fourth grade students enrolled in at least their second year at HCCS performed at or above a Level 3 on the State Science exam. However, at this time, CSD	NYSTART/NYS Science Examination	NA	

citywide average.	and citywide proficiency averages are not available.			
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.	85% of fifth graders who were enrolled in at least their second year at HCCS performed at or above a Level 3 on the NYS Social Studies examination.	NYSTART/NYS Social Studies examination	Yes	
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.	85% of fifth graders performed at or above a Level 3; however CSD and citywide proficiency averages are not available at this time.	New York State Reports/NYSTART	NA	

Progress toward Goals

Charter School Name: The Hellenic Classical Charter School

School Year: 2009-2010

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the goal/objective	Was the Goal/Objective Met (Y/N)	Explanation if Not Met
Under the State's No Child Left Behind accountability system, the School's Accountability Status will be in "Good Standing" each year.	HCCS is in "Good Standing" in ELA, Mathematics and Science according to the State's No Child Left Behind accountability system.	No Child Left Behind accountability system	Yes	
Each year, the school will have a daily attendance rate of at least 95%.	This school year, HCCS had an attendance record of 95.9%	ATS	Yes	
Each year, parents will express satisfaction with HCCS program, based on the school's parent survey, in which at least 80% of all parents provide a positive response to each of the survey items.	81% parents participated in the learning environment survey. 100% were satisfied or very satisfied with HCCS's academic expectations. 98% were satisfied or very satisfied with communication and engagement.	New York City Department of Education Parent Learning Environment Survey	Yes	
Each year, 95% of all students enrolled in HCCS during the course of the school year, return the following September.	HCCS has a retention rate of 84%.	ATS-tracking discharges over the school year.	No	

Progress toward Goals

**Charter School Name: The Hellenic Classical Charter
School Year: 2009-2010**

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
Each year, HCCS will comply with all applicable laws, rules, regulations and contract terms including, but not limited to the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal; Family Educational Rights and Privacy Act.	The school has complied with all applicable laws, rules, regulations and contract terms.	HCCS complies with all applicable laws, rules, regulations and contract terms by following the New York State - NCLB accountability system, all the school policies, the approved charter and applicable law, rules and regulations. All files required by law to be kept confidential are kept safe under lock, in the school offices that restrict access to only those individuals who are authorized to view these records.	Yes	
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	The audited financial reports submitted to the DOE and SED by November 1 st 's deadline, resulted in an unqualified opinion with no findings.	The accounting firm of Loeb & Troper conducted the HCCS audit upon completion of the School's fifth year of operations. Financial reports were submitted to DOE and SED by the November 1, 2010 deadline in compliance with regulations.	Yes	
Each year, HCCS will operate on a balanced budget and maintain a	Interim financial reports during the school year indicate that	HCCS's bookkeeper enters revenue and expenses on a	Yes	

<p>stable cash flow.</p>	<p>the school has operated on a balanced budget and maintained a stable cash flow.</p>	<p>monthly basis. HCCS's accountant (KIWI Partners) generates financial reports on a monthly basis and verifies all work entered by the bookkeeper. The Director of Operations oversees all financial operations to ensure that HCCS Internal Controls Policy is implemented in the accounting system. Director of Operations reports to the BOT each month and provides financial reports showing a balanced budget and stable cash flow.</p>		
<p>Each year, the student enrollment at HCCS will be within 15% of full enrollment as defined in the School's charter.</p>	<p>HCCS met its goal for enrollment stability. In its final reconciliation report, HCCS reported 358 students enrolled at its highest. The HCCS charter projected full enrollment is a total of 350 students for the 09-10 school year. HCCS ended the 09-10 school year with 350 students which was within the 15% of full enrollment and was well within the goal.</p>	<p>HCCS submitted their reconciliation report using the template provided by the DOE showing 358 enrolled at its highest enrollment. The student information used for the reconciliation report was taken from the ATS system.</p>	<p>Yes</p>	

Section 2

**Charter School Student Attrition Rates
2009-10**

	2009-10	2008-09	2007-08	2006-07
Number of students leaving for lack of transportation	5	2	7	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	11	9	7	0
Number of students leaving for more restrictive special education setting	13	1	3	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	11	24	18	0
Number leaving for other reasons (undetermined)	18	0	15	17
Total number of students leaving.	58	36	50	17
Highest Number Enrolled (July 1 – June 30)	358	310	253	197
Total Percent Attrition	16%	12%	19.5%	8.5%

**Charter School Teacher Attrition Rates
2009-10**

	2009-10	2008-09	2007- 08	2006- 07
Number of Classroom Teachers	14	13	10	9
Number of Special Area Teachers	12	3	4	3
Total Number of Teachers	26	16	14	12
Total Number of Teachers Leaving	1	2	3	2
Total Percent Attrition	3.8%	13%	21%	16.7%

	2009- 10	2008 -09	2007 -08	2006 -07
Number of teachers leaving for geographic reasons (out of state/relocation)	0	1	0	1
Number of teachers leaving to take a position in a school district	0	0	2	0
Number of teachers leaving to take a position in another charter school	0	0	0	0
Number of teachers not retained	0	0	1	0
Number of teachers leaving for other reasons (or undetermined)	1	1	0	1

Goal IV. HCCS will be in “Good Standing” each year.

Measure: Under the state’s No Child Left Behind accountability system, the school’s accountability status will be “Good Standing” each year.

Method: HCCS administered the state assessments during the test administration periods to all enrolled students. The school status categories applied to each accountability measure under New York State’s accountability system lists our school as a school in good standing.

Results:

The 2009-2010 report from the New York State Education Department indicated that HCCS met its AMO and made the annual yearly progress (AYP) and is labeled as a school in good standing. The overall accountability status states that HCCS is in good standing in English Language Arts, Mathematics and Science for 2009-2010. This goal was successfully met.

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 attendance rate of at least 95%

Method: HCCS can retrieve its attendance rate for the 2009-2010 from ATS which tracks student attendance among other important data.

Results: HCCS has a 95.9% attendance rate this year. HCCS will continue to follow the attendance plan and will strive to maintain its high attendance rate.

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 parents provide a positive response to each of the survey items.

Method: The school distributed the New York City Department of Education Parent Learning Environment Survey to each parent in the Spring of 2010.

Results: 81% of parents participated in the 2009-2010 school survey. 100% of parents that completed the New York City Department of Education Parent Learning Environment Survey expressed their satisfaction with HCCS's academic program. Parents are also highly satisfied with our school's communication, engagement, safety and respect. HCCS will continue to ensure parent satisfaction and providing students with quality and effective teaching.

Survey Category	% Very Satisfied and Satisfied
Academic Expectation	100%
Communication	98%
Engagement	98%
Survey Category	% Strongly Agree and Agree
Safety and Respect	99%

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

Results: HCCS has a retention rate of 84% the 2009-2010 school year.

Section 3

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.

Results: HCCS complies with all applicable laws, rules, regulations and contract terms by following the New York State - NCLB accountability system, all the school policies, the approved charter and applicable law, rules and regulations. All files required by law to be kept confidential are kept safe under lock, in the school offices that restrict access to only those individuals who are authorized to view these records.

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 findings¹.

Results: The accounting firm of Loeb & Troper conducted the HCCS audit upon completion of the School's fifth year of operations. Financial reports were submitted to DOE and SED by the November 1, 2010 deadline in compliance with regulations.

¹ 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.

Measure 2: Financial Viability

1. Each year, HCCS will operate on a balanced budget² and maintain a stable cash flow.

Results: Interim financial reports during the school year indicate that the school has operated on a balanced budget and maintained a stable cash flow. HCCS's bookkeeper enters revenue and expenses on a monthly basis. HCCS's accountant (KIWI Partners) generates financial reports on a monthly basis and verifies all work entered by the bookkeeper. The Director of Operations oversees all financial operations to ensure that HCCS Internal Controls Policy is implemented in the accounting system. Director of Operations reports to the BOT each month and provides financial reports showing a balanced budget and 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.

Results: HCCS met its goal for enrollment stability. In its final reconciliation report, HCCS reported 358 students enrolled at its highest. The HCCS charter projected full enrollment is a total of 350 students for the 09-10 school year. HCCS ended the 09-10 school year with 350 students which was within the 15% of full enrollment and was well within the goal. HCCS submitted their reconciliation report using the template provided by the DOE showing 358 enrolled at its highest enrollment. The student information used for the reconciliation report was taken from the ATS system.

² A budget will be considered "balanced" if revenues equal or exceed expenditures.

HELLENIC CLASSICAL CHARTER SCHOOL

EXHIBIT A

BALANCE SHEET

JUNE 30, 2010 AND 2009

	<u>2010</u>	<u>2009</u>
ASSETS		
Assets		
Cash and cash equivalents	\$ 77,518	\$ 74,461
Accounts receivable (net of allowance for doubtful accounts of \$12,500 in 2010 and 2009)	8,961	34,127
Prepaid expenses and other assets	30,010	38,960
Fixed assets - net (Note 3)	<u>2,154,159</u>	<u>1,841,292</u>
Total assets	<u>\$ 2,270,648</u>	<u>\$ 1,988,840</u>
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts payable and accrued expenses	\$ 295,181	\$ 207,603
Accrued salaries and related liabilities	<u>411,152</u>	<u>323,145</u>
Total liabilities	706,333	530,748
Net assets - unrestricted (Exhibit B)	<u>1,564,315</u>	<u>1,458,092</u>
Total liabilities and net assets	<u>\$ 2,270,648</u>	<u>\$ 1,988,840</u>

See independent auditor's report.

The accompanying notes are an integral part of these statements.

HELLENIC CLASSICAL CHARTER SCHOOL

EXHIBIT B

STATEMENT OF ACTIVITIES

YEARS ENDED JUNE 30, 2010 AND 2009

	<u>2010</u>	<u>2009</u>
Operating revenues		
State and local per pupil operating revenues	\$ 4,388,786	\$ 3,834,518
Government grants and contracts	98,490	611,593
Foundations and corporate contributions	104,743	12,777
In-kind contributions (Note 6)	371,670	400,477
Interest income	5,760	4,800
Other revenues	7,568	62,223
	<u>4,977,017</u>	<u>4,926,388</u>
Total operating revenues		
Operating expenses		
Program services		
Education	3,963,320	3,266,970
Special education	226,709	154,895
	<u>4,190,029</u>	<u>3,421,865</u>
Total program services		
Supporting services		
Management and general	669,603	529,460
Fund raising	11,162	
	<u>680,765</u>	<u>529,460</u>
Total supporting services		
Total operating expenses (Exhibit C)	<u>4,870,794</u>	<u>3,951,325</u>
Change in net assets (Exhibit D)	106,223	975,063
Net assets unrestricted - beginning of year	1,458,092	483,029
Net assets unrestricted - end of year (Exhibit A)	<u>\$ 1,564,315</u>	<u>\$ 1,458,092</u>

See independent auditor's report.

The accompanying notes are an integral part of these statements.

HELLENIC CLASSICAL CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEARS ENDED JUNE 30, 2010 AND 2009

	<u>2010</u>
Cash flows from operating activities	
Change in net assets (Exhibit B)	\$ 106,223
Adjustments to reconcile change in net assets to net cash provided by operating activities	
Depreciation and amortization	288,524
Decrease (increase) in assets	
Accounts receivable	25,166
Prepaid expenses and other assets	8,950
Increase in liabilities	
Accounts payable and accrued expenses	87,578
Accrued salaries and related liabilities	<u>88,007</u>
Net cash provided by operating activities	604,448
Cash flows from investing activities	
Fixed asset acquisitions	<u>(601,391)</u>
Net increase (decrease) in cash and cash equivalents	3,057
Cash and cash equivalents - beginning of year	<u>74,461</u>
Cash and cash equivalents - end of year	<u>\$ 77,518</u>

See independent auditor's report.

HELLENIC CLASSICAL CHARTER SCHOOL

EXHIBIT C

STATEMENT OF FUNCTIONAL EXPENSES

YEARS ENDED JUNE 30, 2010 AND 2009

	2010						2009					
	Program Services			Supporting Service			Program Services			Supporting Services		
	Special		Total	Management and General	Fundraising	Total	Total	Special		Total	Management and General	Total
	Education	Education						Education	Education			
Salaries	\$ 1,992,007	\$ 125,939	\$ 2,117,946	\$ 361,782	\$ 6,201	\$ 367,983	\$ 2,485,929	\$ 1,481,570	\$ 63,926	\$ 1,545,496	\$ 328,588	\$ 1,874,084
Payroll taxes and related expenses	442,493	27,975	470,468	80,364	1,377	81,741	552,209	402,822	18,472	421,294	23,584	444,878
Occupancy (Note 4)	407,434	25,759	433,193	73,996	1,268	75,264	508,457	368,025	18,375	386,400	22,933	409,333
Contracted services	59,099	3,470	62,569	9,967	171	10,138	72,707	49,498	6,150	55,648		55,648
Supplies and equipment (Note 6)	139,003	8,701	147,704	24,993	428	25,421	173,125	243,214	9,984	253,198	22,313	275,511
Repairs and maintenance	24,828	1,570	26,398	4,509	77	4,586	30,984	20,086	1,057	21,143	1,879	23,022
Printing and postage	7,055	446	7,501	1,281	22	1,303	8,804	2,258	119	2,377	792	3,169
Professional fees	121,949	7,612	129,561	21,868	375	22,243	151,804	56,541	2,976	59,517	73,251	132,768
Dues and subscription	817	52	869	148	3	151	1,020	161	8	169		169
Insurance	30,772	1,945	32,717	5,589	96	5,685	38,402	23,180	1,220	24,400	8,133	32,533
Telephone	6,906	437	7,343	1,255	21	1,276	8,619	2,837	149	2,986	1,990	4,976
In-kind salaries (Note 6)	370,289		370,289				370,289	380,453	20,024	400,477		400,477
Travel	18,941	1,198	20,139	3,440	59	3,499	23,638	1,559	82	1,641		1,641
Professional development	77,381	4,892	82,273	14,054	241	14,295	96,568	67,810	3,569	71,379		71,379
Depreciation and amortization	231,198	14,617	245,815	41,989	720	42,709	288,524	121,136	6,376	127,512	42,504	170,016
Bad debt				18,348		18,348	18,348	22,042	1,156	23,198		23,198
Miscellaneous expenses	33,148	2,096	35,244	6,020	103	6,123	41,367	23,778	1,252	25,030	3,493	28,523
Total expenses	\$ 3,963,320	\$ 226,709	\$ 4,190,029	\$ 669,603	\$ 11,162	\$ 680,765	\$ 4,870,794	\$ 3,266,970	\$ 154,895	\$ 3,421,865	\$ 529,460	\$ 3,951,325

See independent auditor's report.

The accompanying notes are an integral part of these statements.

Section 4

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) CHARLES CAPETANAKIS
Name of Charter School HELENIC CLASSICAL CHARTER SCHOOL
Charter Entity NYC DOE
Home Address 97 86th Street, Brooklyn NY 11209
Business Address 605 Third Avenue, New York, NY 10158
Daytime Phone 212. 557. 7000
E-Mail Address cc@dmlegal.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):
Chairman, Inception to Present

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.

4. Is the trustee an employee or agent of the management company? ___ Yes No
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

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
2008 to present	SCHOOL EMPLOYEE (EVENTS COORDINATOR)	DID NOT VOTE, RECUSAL. STAFF REASON FOR RECUSAL, DID NOT PARTICIPATE IN DISCUSSIONS	DENA CAPETANAKIS, WIFE

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
			<i>none</i>

[Handwritten Signature]
Signature

10/14/10
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 Tettaris, Principal
Print Name, School Leader

Christina Tettaris 10/24/10
Signature and Date

ANASTASIA ETIMOS
Notary Public, State of New York
No. 24-5009837
Qualified in Kings County
Commission Expires March 22, 20 11

CHARLES CAPSTRANKS
Print Name, President, Board of Trustees

Charles Capstranks 10/26/10
Signature and Date

ANASTASIA ETIMOS
Notary Public, State of New York
No. 24-5009837
Qualified in Kings County
Commission Expires March 22, 20 11

Anastasia Etimos 10/26/10
Signature and Date