



New York State Education Department

***2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter
Schools
under the 2019 Charter School Performance Framework***

Hellenic Classical Charter School

**Renewal Site Visit Date: November 3, 2023
Date of Final Draft Site Visit Report: April 22, 2024
Date of Final Site Visit Report: April 30, 2024**

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ATTACHMENT 1: 2024 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: 2023 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Hellenic Classical Charter School
Board Chair	Charles Capetanakis
District of Location	New York City (NYC) Community School District (CSD) 15
Initial Commencement of Instruction	Fall 2005
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: February 8, 2005 - February 7, 2010 • First Renewal: February 8, 2010 - February 7, 2015 • Second Renewal: February 8, 2015 - June 30, 2019 • Third Renewal: July 1, 2019 - June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	K - Grade 8 / 498 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 8 / 638 students
Comprehensive Management Service Provider	None
Facilities	646 5 th Ave, Brooklyn, NY 11215 - Private Space
Mission Statement	<i>The Hellenic Classical Charter School will provide students in grades kindergarten through eight with a rigorous classical education that is rich in challenging content. The school will instruct all students using the Core Knowledge curriculum and will supplement all instruction with the classical study of the Greek and Latin languages, as well as history, art, and other cultural studies. The school will utilize didactic instruction, coaching and Socratic questioning (Paideia). All students will leave the school prepared intellectually, socially, and emotionally to gain entry to and succeed in the best high schools in New York City.</i>
Key Design Elements	<ul style="list-style-type: none"> • A rigorous classical education that is rich in challenging content. • Supplementing instruction with classical study of the Greek and Latin language, as well as history, art and other cultural studies. • Preparing students to gain entry into and succeed in the best high schools in New York City (NYC).
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	A revision requested by this charter school increase to its authorized enrollment from 498 students to 638 students by year five of the renewal charter term.

Innovative and Noteworthy Programs: Hellenic Classical Charter School (HCCS) is a National Blue-Ribbon awarded school and has been awarded the ESEA accountability designation of “Local Support and Improvement,” which is the highest designation level for a school. HCCS is in year eighteen of operation

¹ The information in this section was provided by the NYS Education Department Charter School Office.

and serves students in K - Grade 8. The founding school leadership team and most of the founding board continue to steward the school's growth.

Renewal Outcomes: Reference the [Board of Regents Renewal Policy](#).

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Approved Enrollment	498	498	498	498	498

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School²

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028	Year 5 2028 to 2029
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	498	554	582	610	638

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based

² This proposed chart was submitted by the Hellenic Classical Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A one-day renewal site visit was conducted at Hellenic Classical Charter School on November 3, 2023. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership teams, teachers, and students.

The team conducted fifteen classroom observations in K - Grade 8. The observations were approximately 15 minutes in length and conducted jointly with the deans. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the 2023-2024 [Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2023-2024 renewal application, 2022-2023 annual report, surveys, data and fiscal dashboards, CSO site visit reports and memos, and complaints, and corrective action plans. In this case, the school has received official complains and no request for action plans. The CSO also reviewed the 2023 NYC School Survey.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

**New York State Education Department
2019 Charter School Performance Framework Rating³**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

³ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- Hellenic Classical Charter School (HCCS) is in year eighteen of operation and serves students in K - Grade 8. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** HCCS is a National Blue-Ribbon winner and has been awarded the ESEA accountability designation of “Local Support and Improvement,” which is the highest designation level for a school. HCCS has outperformed the district of location (DOL), NYC CSD 15, and NYS consistently over the charter term in ELA, math and science for all students and economically disadvantaged (ED) students, often by significant margins.

Classroom instruction was consistently observed as engaging and rigorous. The school utilizes a variety of formative, diagnostic, and summative assessments. Data is analyzed through recurring meeting protocols and through teachers’ close collaboration with the school’s deans. The school leadership is well tenured, and mission aligned.

- **Summary of Challenges:** HCCS has not met the enrollment targets for all subgroups. While the percentage of ED students closely approaches the district of location (DOL), NYC CSD 15, the school has not met the district levels of enrollment for students with disabilities (SWD) or English language learner(s) (ELL); in 2022-2023, HCCS was -8 percentage points below NYC CSD 15 for SWD enrollment and -14 below for ELL enrollment.

Benchmark 1: Student Performances

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Meets

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

HCCS has outperformed the DOL (NYC CSD 15) and NYS consistently over the charter term in proficiency as evidenced by the results of the NYSTP 3-8 Assessments in ELA, math, and science for all students and economically disadvantaged students specifically, often by significant margins.

Students with disabilities exceeded the DOL and NYS for the entirety of the charter term in math and science. SWD met or exceeded the state's proficiency rate for the entirety of the charter term while falling behind the DOL in 2018-2019 (-2 percentage points).

For the similar schools' comparison, HCCS had a mean differential of +15 percentage points for ELA, +24 for math, and +12 for science for the 2022 NYS 3-8 Assessments.

HCCS was awarded the ESEA accountability designation of "Local Support and Improvement," which is the highest designation level for a school.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to current New York State learning standards.b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.d. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.c. The school differentiates instruction to ensure equity and access for all students.d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a system of formative, diagnostic, and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School/Middle School:

- ELA Programs: The foundation of the school's ELA instruction is the workshop model. This approach is supplemented with a variety of curricula and curricular resources, including *Wilson Foundations*, *Teachers College Phonics Program*, *Worldly Wise*, *Words Their Way*, *Sadlier Phonics*, and *Teachers College Reading and Writing Project*.
- Math Programs: The school's math curriculum is derived from *Into Math* (Houghton-Mifflin Harcourt) and supplemented with *Number Talks* and *IXL*. Following Grade 6, students are invited to take pre-algebra in Grade 7, and then offered an assessment to determine if they could take algebra in Grade 8. The eighth grade features a dual accelerated course of eighth grade math and algebra.
- Science: The school utilizes *Science Dimensions* (HMH) and *Project Lead the Way* for its science curriculum. The Grade 6 science curriculum is Environmental Science, in Grade 7, the focus is Life Science with subjects ranging from genetics to anatomy. Students in Grade 8 study Living Environment.
- Social Studies: The school has developed its own curriculum based on the *NYS Social Studies Framework*. The Paideia Model is implemented into each course, not exclusive to Social Studies, twice a month.
- Supplemental / intervention programs include *Reading Go*. The school employs two, full-time AIS teachers who design interventions to supplement classroom instruction.
- Social-Emotional Learning: The school's counselors create the curriculum utilizing resources from *ScholarCentric* and *Competent Kids Caring Classrooms*.
- Greek and Latin: Greek is taught daily for 45 minutes beginning in kindergarten. Beginning in sixth grade, students also receive Latin instruction.

Academic Program for SWD and ELL:

- The school employs a dean of special education and five full-time learning specialists, one with a focus on ENL instruction.
- The school employs two, full-time AIS teachers and one Reading Go instructor.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Curriculum***:

- **Indicator a:** HCCS's curriculum is aligned to the NYS Next Generation Learning Standards. In the CSO leadership focus group, school leaders spoke of the workshop model and Socratic seminars (Paideia Model) being utilized across subject areas with the goal of preparing students for long-

term academic success. The CSO team members observed 15 classrooms, accompanied by one of the academic deans. Observations were evaluated in accordance with the Site Visit Classroom Observation Worksheet, as per the CSO Renewal Site Visit Protocol.

For every classroom observation, a standards-aligned lesson plan was provided to the CSO site visit team. In all focus groups, the teachers and school leadership referenced the standards as the foundation for their lesson planning.

Indicator b: In the renewal application and CSO school leadership focus group, school leaders stated that lesson plans and curricular maps are shared electronically with all teachers and reviewed weekly by the deans to ensure horizontal and vertical alignment. Teachers meet bi-weekly with their professional learning community (grade levels or subject areas) and grade bands to further ensure horizontal and vertical curricular alignment. In the focus group, teachers confirm meeting weekly with their professional learning community (grade levels or subject areas) to ensure horizontal and vertical curricular alignment while analyzing assessment data and implementing it into lesson planning.

Curricular materials are housed on Google Docs and accessible to teachers at both HCCS and the Hellenic Classical Charter School – Staten Island. On the 2023 NYC School Survey: Teachers, 93 percent of teachers agreed that “teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.”

- **Indicator c:** Teachers in the CSO focus group reported meeting with their deans once or twice a week to support lesson planning and modify plans based on student data. Differentiated instruction was observed consistently through classroom observations. Lesson plans detailed differentiated supports, including small group planning and variations in instructional materials. The CSO team also observed service providers pushing into classrooms to provide services along with pull out groups (e.g., SETTS and AIS) for various grade levels.

A dedicated block for differentiated individualized learning is also programmed for students three times a week.

- **Indicator d:** According to participants in the leadership focus group, HCCS reviews and modifies its curriculum based on weekly lesson plan review; data from interim assessments and exit tickets; and teacher observations.

2. Element: **Instruction:**

- **Indicator a:** The school staff has a shared understanding of high-quality instruction that support all learners. On the 2023 NYC School Survey: Teachers, 100 percent of teachers reported that the “principal/school leader...sets high standards for student learning.” The instructional deans consistently emphasized that the instruction at HCCS is rigorous and supports students’ long-term success. In the CSO focus group, the school leadership reiterated that the workshop model engages all learners and the Socratic seminars (Paideia) “advance balanced learning of content knowledge and higher order thinking.”
- **Indicator b:** All classrooms were observed to have high level of engagement. In addition to standards-aligned, rigorous instruction, the school leaders reported that “student choice is

student voice” to deepen engagement. HCCS, for example, is the only licensed TedX Youth school and students can enroll in a production during Grade 8 on a topic of their choice.

- **Indicator c:** In the renewal application, HCCS reports that the workshop model provides the foundation of ensuring differentiation to meet the needs of all students. Classroom observations consistently showed differentiation happening during each instructional block and teachers reported using assessment data consistently to modify instructional plans to meet the needs of their students.
- **Indicator d:** Teachers in the CSO focus group shared that they meet with their deans once or twice a week to support lesson planning and modify plans based on student data. Professional development is also provided to all teachers each August and Teachers College provides on-going professional development throughout the year.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** The school utilizes a variety of assessments and their data to inform instruction. Teachers incorporate data from exit tickets, tracking logs, and classwork to inform subsequent instruction. This data is reviewed by teachers during their weekly meetings (i.e., deans, grade level, and grade band meetings).

The *Fox in the Box* interim diagnostic assessment is administered twice a year K – Grade 3 while the *Fountas and Pinnell Benchmark Assessment System* and *NWEA MAP* are given three times a year for all grade levels. On the 2023 NYC School Survey: Teachers, 94 percent of teachers agreed that the school leadership “carefully tracks student academic progress.”

Response to Intervention (RTI) students in Tiers 1 – 3 are assessed through the *Qualitative Reading Inventory (QRI)*. *IXL* is utilized as an end-of-unit check in mathematics to assess all students throughout the year. Teachers also administer Greek Proficiency Assessments in K – Grade 8.

- **Indicator b:** In the CSO focus group, teachers reported reviewing student data with their deans and teaching colleagues on a weekly basis through their meeting protocols. The *PerformancePLUS* data warehouse system is utilized by the staff to collect, analyze, and interpret student data. Students in the CSO focus group referenced checking their assessment data through this warehouse as a helpful tool to monitor their academic progress.
- **Indicator c:** As noted above, HCCS’ teachers utilize the data they collect to differentiate instruction on an ongoing basis. Through their weekly meetings with their deans, teachers modify their lesson plans to meet the needs of both individual students and subgroups.
- **Indicator d:** The school utilizes multiple assessments to track student progress toward State learning standards. Each lesson plan provided to the CSO was aligned to NYS learning standards and included a method of assessment within the lesson.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** HCCS complies with the NYSED approved identification process for students with disabilities (e.g., ChildFind) and English language learners (e.g., Home Language Questionnaire and NYSITELL).

- **Indicator b:** Based on the information that the CSE provided to the NYSED CSO, HCCS is very responsive to parents and the CSE. However, the school often does not timely provide teacher reports or Appendix B documents to the CSE. The school is knowledgeable about specially designed instruction. Based on additional October 2023 correspondence from the CSE, they acknowledged the school's attention to detail and providing more comprehensive and thorough HCCS's teacher reports. The school's SETSS teachers are trained in Wilson the reading program and the school provides at-risk counseling services. During our visit, The CSO team observed these supports during the on-site classroom observations (i.e., SETTS push in and pull out, AIS pull outs, etc.) along with the provided schedules (e.g., differentiated, individualized support period three times a week). The school's staffing model supports this inclusive model with a dean of special education ensuring that the services are coordinated to meet the academic needs for all students, including its subgroups. In the renewal application, HCCS also details a long list of practices that support inclusive learning for all students, including Reading Go for first graders, small group instruction, and a formal RTI program.
- **Indicator c:** The school monitors the progress of all students through its variety of assessments. Each August, teachers review student data and interventions utilized from the previous year. At the start of the school year, teachers conduct "Universal Screenings to identify new or emerging trends." The teachers' meeting structures also ensure data informs all lesson planning; as one example, the SETTS teachers have a weekly common planning period to meet with classroom teachers and ensure plans are targeting IEP goals. This time also allows SETTS teachers to provide additional resources for differentiation.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Measures of Culture, Climate, and Student Engagement	<p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁴</p> <p>b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁵</p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>
	<p>a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses</p>

⁴ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttendanceAbsenceandDayCalRptGuiderev3.6.18.pdf.

<i>Element</i>	<i>Indicators</i>
2. <i>Behavior Management and Safety</i>	<p>a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
3. <i>Family Engagement and Communication</i>	<p>a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
4. <i>Social-Emotional and Mental Health Supports</i>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the</p>

	educational program. The school has a McKinney-Vento Coordinator that staff can identify.
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Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***

- **Indicator a:** The school leaders emphasized that ensuring strong attendance is a “team effort between the administration, teachers, and the guidance team” in the renewal application. An attendance rate of 95 percent or higher is required for promotion and this expectation is reinforced through PTA and faculty meetings, student handbook, and progress reports. Attendance is taken daily, and calls home are made each day a child is absent.

Attendance reports are published monthly. The dean of guidance works with families and teacher to identify attendance impact and provide support.

The school leadership reported in the renewal application and in the CSO focus group that schoolwide events are strategically planned for days that have historically decreased attendance.

- **Indicator b:** In the renewal application, HCCS states that it has had fewer than five out-of-school suspensions in the entire lifetime of the school.
- **Indicator c:** HCCS has implemented a new DEIF policy – diversity, equity, inclusion, and “philotimia”, which is the Greek word that describes values such as honor, justice, and dignity, amongst others. In the renewal application, the school leaders state, “The DEIF policy is core to the school’s culture and vision.”

The school utilizes the NYC School Survey for students, teachers, and parents to measure and evaluate school climate and culture. These findings are shared with the staff during the August pre-service and with the board annually.

2. Element: ***Behavior Management and Safety:***

- **Indicator a:** HCCS provided their Discipline Policy and Code of Conduct as part of this renewal visit. These documents are also provided to parents and staff in their handbooks and via the school’s website. The policies detail the definition of short- and long-term suspensions and how decisions to suspend are made.
- **Indicator b:** HCCS has implemented a School-Wide Positive Behavioral Interventions and Supports (SW-PBIS) policy. The school also utilizes *ScholarCentric* and *Competent Kids Caring Classrooms* to assess and teach SEL skills through a restorative approach.
- **Indicator c:** The school appears safe, and all school constituents are able to articulate how the school community maintains a safe environment. On the 2023 NYC School Survey: Students, 97 percent of students reported feeling safe in their classes.

Beyond emotional safety, the school has an observably strong physical safety presence with doors that lock automatically, more than 100 cameras, and a good number of on-site security personnel.

- **Indicator d:** The school has developed and executed a Dignity for All Students Act (DASA) Policy. This, along with the other school policies, are shared with staff, families, and posted on the school website.
- **Indicator e:** All observed classrooms were orderly and free from disruption. In the renewal application and through the CSO focus groups, the school leadership emphasized that prioritizing student engagement minimizes disruption.

3. Element: ***Family Engagement and Communication:***

- **Indicator a:** Teachers and school leaders reported that parents are partners in their child's education. The school hosts more than 60 events each year and encourages parents to volunteer in classrooms, including a parent visitation day and VIP reader week. The school utilizes a variety of systems (i.e., Google Classroom, Class Dojo, etc.) to be in near daily communication with families.

The school hosts quarterly report card conferences to document academic progress and build upon the partnership with parents. On the 2023 NYC School Survey: Teachers, 97 percent of teachers reported that "staff regularly communicate with families about how they can help students learn." On that same survey, 98 percent of families reported they feel "respected by my child's principal / school leader."

Indicator b: The school utilizes a variety of systems (i.e., Google Classroom, Class Dojo, etc.) to be in near daily communication with families. On the 2023 NYC School Survey: Families, 94 percent of families agreed that "my child's teachers treat me as a partner in educating my child." In the renewal application and reinforced in CSO focus groups, the school leadership emphasized their robust family engagement strategies, as detailed above. On the 2023 NYC School Survey: Families, 94 percent of families agreed that "my child's teachers treat me as a partner in educating my child." Teachers and school leaders reported that parents are partners in their child's education. The school hosts more than 60 events each year and encourages parents to volunteer in classrooms, including a parent visitation day and VIP reader week.

- **Indicator c:** The school reported using the NYC School Survey to assess family satisfaction. This survey's results are shared throughout the renewal report. Family feedback is also collected through the monthly PTA meetings, arrival and dismissal, and through other school events.
- **Indicator d:** The school has a formal grievance policy, which is shared via the school website. No complaints were made to NYSED over the charter term. If a concern or grievance is shared with the school, there is a formal escalation process starting with the dean of guidance and ending with the board. When asked about this, the school leadership team emphasized that the leadership team prioritizes a response to the family concerns within 24 – 48 hours and works to resolve as soon as possible.

- **Indicator e:** HCCS shares its annual report and school report card information publicly on its website.
- **Indicator f:** Participation rates are shared within the school report card and a link is provided on the school's website.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** The school utilizes *ScholarCentric* and *Competent Kids Caring Classrooms* for their social emotional learning programs. Each classroom has a *Mood Meter*, where students identify how they are feeling daily. The mood meter was seen posted in each classroom and referenced during multiple classroom observations. During the CSO student focus group, students shared that the mood meter is a helpful tool in communicating their feelings to their teachers. On the 2023 NYC School Survey: Students, 87 percent of students responded favorably that they know where to go if they need additional support with their mental health.
- **Indicator b:** Social-emotional data is collected each day through the mood meter as well as periodic assessments for both *ScholarCentric* and *Competent Kids Caring Classrooms (CKCC)*. *ScholarCentric*, for example, has an *Intellispark* assessment that measures each student's relationship with the school. CKCC assesses students using Kahoot to assess retention of concepts following SEL lessons.
- **Indicator c:** In the renewal application, school leaders affirm that the *Intellispark*, CKCC assessments, and data from the mood meter are analyzed on an ongoing basis. There is an annual professional development session focused on incorporating the mood meter, which is conducted as a Paideia seminar, to reinforce the school's key design elements.
- **Indicator d:** The school leaders report that professional development opportunities to support the SEL and mental health of students are conducted throughout the year. The school has designed protocols to incorporate discussions on SEL and the mental health of students into all meetings to inform planning and design interventions, as needed.
- **Indicator e:** The dean of guidance is the school's McKinney-Vento Coordinator. The dean leads one-on-one conferences for eligible students and pulls in resources from Administration for Children's Services and Good Shepherd Services, as needed.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

Hellenic Classical Charter School is part of the Hellenic Classical Charter Schools education corporation, with the latter formed effective July 1, 2020 as a result of a merger of Hellenic Classical Charter School and Hellenic Classical Charter School – Staten Island. Hellenic Classical Charter Schools appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. Hellenic Classical Charter Schools' 2022-2023 composite score is 1.28.

**Composite Scores
2018-2019 to 2022-2023**

Year	Composite Score
2018-2019	-
2019-2020	(.70)
2020-2021	2.27
2021-2022	2.18
2022-2023	1.28

In July 2022, Hellenic Classical Charter Schools adopted a new accounting standard, taking on a lease liability of approximately \$90 million and a right-of-use asset of \$89.1 million. This impacted the school's statement of financial position and its composite score.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Renewal is based on evidence that the following indicators are generally present:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Hellenic Classical Charter Schools' 2022-2023 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

Element

Indicators

1. *Board Oversight and Governance*

- a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
- b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.
- c. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
- d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter.
- e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
- f. The board engages in ongoing professional development.
- g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter.
- h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: **Board Oversight and Governance:**

- **Indicator a:** The board conducts an annual assessment of board performance, which includes individual self-assessments, evaluation of each trustee by the board chairman, and a self-evaluation of the board's overall performance. The board leads an annual assessment of the

school's leadership, including the superintendent. The annual evaluation for the principal follows the Vanderbilt Assessment of Leadership in Education framework.

Six of the ten current board members are in their sixth term, indicative of the board's stability. There was no board turnover this charter term. During this semester there was an issue with the approval of one of the members, who sat and voted in meeting before receiving NYSED approval.

- **Indicator b**

The board reports that there is a thorough vetting and onboarding process, led by the executive committee when a board seat opens. The board is organized into four committees (e.g., executive, finance, education, and facilities) to meet the needs of the school.

The board possesses a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves. Most of the trustees are part of the founding team and in addition to a personal connection to Greek culture, the board membership represents a variety of areas of professional expertise (e.g., education, law, real estate, etc.).

- **Indicator c:** The board reports that it maintains effective oversight through monthly meetings with the school leadership and its committee structure. The school leadership prepares detailed reports for the board each month, which include student assessment data, enrollment reports, special education services, and the school's finances. The board reported the value of these detailed reports, and the school leaders reported the value of having such an active board.
- **Indicator d:** The board created and implemented a five-year strategic plan beginning in 2021. The board reports that this plan guides the work of board committees and oversight of the schools' academics and operations. The board conducts an annual retreat designed to reflect the mission and key design elements of the school where the trustees participate in a Paideia seminar and monitor the performance metrics of strategic priorities.
- **Indicator e:** The renewal application states that the board relies on the expertise of the school leadership to identify policies that need to be updated. While handbooks are updated on an annual basis, policies are reviewed yearly and updated as needed. The school's legal team conducts a review before presenting it to the board for feedback and ultimate adoption.
- **Indicator f:** The board participates in an annual retreat to reflect on progress and set upcoming priorities. Board members explained that the annual retreat is designed to reflect the schools' key design elements and strategic priorities.
- **Indicator g:** The board demonstrates full awareness of its legal obligations to the school and stakeholders. In the renewal application and CSO on-site focus group, the board demonstrated a strong commitment to the mission and vision of the school.
- **Indicator h:** As evident in our board focus group, the board members demonstrated that they are familiar with the NYSED Charter School Performance Framework and cited their strong compliance track record as evidence.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.</p> <p>b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</p> <p>c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.</p> <p>d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>
2. <i>Professional Climate</i>	<p>a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</p> <p>b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups.</p> <p>c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</p> <p>d. The school has established procedures for effective collaboration among teachers.</p> <p>e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.</p> <p>f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</p>
	<p>a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p>

Element

Indicators

3. *Contractual Relationships (if applicable)*

- b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***School Leadership:***

- **Indicator a:** HCCS' executive leadership team, referred to internally as the cabinet, meets weekly and includes the superintendent, chief of operations, and principals for both HCCS and HCCS-Staten Island. These inclusive weekly meetings permit to keep tight coordination and alignment to curricula at both schools. The executive leadership team were all founding members of Hellenic Classical Charter School in 2005, including the HCCS principal who began as a founding teacher.

The instructional leadership team also meets weekly, which includes the school's cabinet and deans of academics, dean of special education, ELL coordinator, and deans of guidance and counselors, when needed.

School leaders continually emphasized the school's mission and key design elements in the CSO focus groups and during the on-site classroom observations.

- **Indicator b:** The school prioritizes communication with families (detailed in Benchmark 3), students (detailed in Benchmark 2) and teachers consistently throughout the year. Teachers' schedules prioritize collaboration between grade levels and subject areas. For example, Greek teachers do not teach the first or last instructional period of the day so that the team can lesson plan together, review progress, and share best practices. One day a week, the department meets with the deans and principal.

School leaders meet one-on-one with the teaching staff at the start of each school year to reinforce expectations around the tone for the school year. Small group check-ins are also scheduled for the end of November to support new teachers. The *NYCDOE Learning Environment Survey* is another tool used by school leadership to determine priorities and areas of focus.

- **Indicator c:** The school reports it successfully recruits, hires, and retains key personnel. In the renewal application, the school reports that if a staff member is deemed ineffective, the leadership team will hold a meeting to provide support. If the issues persist, the employee's contract may not be renewed, or mid-year termination would be considered.
- **Indicator d:** The school leadership is familiar with the NYSED Charter School Performance Framework and cites its strong compliance track record as evidence.

2. Element: ***Professional Climate:***

- **Indicator a:** Roles and responsibilities are clearly defined on the organizational chart and this clarity was reinforced during the CSO focus groups. The board oversees both HCCS and HCCS-SI. The school's cabinet, which includes the superintendent and chief of operations, are also shared by both schools. Some members of HCCS's instructional leadership (e.g., dean of special education; dean of mathematics and instruction; etc.) split their days between schools while others work exclusively at HCCS.
- **Indicator b:** The school prioritizes the hiring of certified teachers whenever possible. The school also emphasizes its commitment to growing its staff into new roles. The school's principal, for example, was a founding special education teacher.

Teachers participate in professional development with staff developers from Teacher's College and through sessions organized by the school's deans.

- **Indicator c:** The school leadership and board report that the school is fully staffed to meet the academic and operational needs of the school.
- **Indicator d:** The staff of HCCS meets regularly to ensure effective communication across the school. In the CSO focus groups, the teachers reported the value of meeting with their grade teams and grade bands on a regular, bi-weekly basis. The deans that accompanied the CSO team for the on-site observations knew what would be observed, how the lesson connected to the school's key design elements, and provided insight on the planning process that was not evident from the plans alone.
- **Indicator e:** The school leadership reports that teachers are observed and evaluated both informally and formally. The Danielson Framework for Teaching is the "cornerstone of the HCCS teacher evaluation plan," according to the renewal application. Each teacher has two formal teacher observations, one that is announced and another that is not. Both observations include a post-observation debrief while the scheduled observation also includes a pre-meeting. On the 2023 NYC School Survey: Teachers, 90 percent of teachers agreed that the school leadership provide teachers with "formative feedback to improve practice."

Non-instructional staff members are evaluated by the chief of operations using role-specific rubrics. Annually, the school leadership develops a list of operations tasks related to compliance. The board receives monthly reports on the status of operations and compliance.

- **Indicator f:** The school utilizes the *NYCDOE School Learning Environment Survey* as one means of collecting teacher and staff feedback. The renewal application also mentions the frequent school events and recurring meetings as additional avenues to share feedback.

3. Element: ***Contractual Relationships:***

- **Indicator a:** HCCS does not have a management company nor a comprehensive service provider.
- **Indicator b:** HCCS has a partnership with the Greek government through the Greek Consulate General. The school receives reading material in Greek for the students and literature and maps on Greece and information about festivities and events. The leadership described the partnership as important to maintain the connection to the Hellenic heritage at the school.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter, including in public-facing materials.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Mission and Key Design Elements:***

- **Indicator a:** The school stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter, including public-facing materials. These elements were referred to consistently by the school leadership, board, and during classroom observations.
- **Indicator b:** The key design elements were visible throughout the CSO visit and referenced consistently by school leadership.
 - Rigorous classical education: The school leadership reports that their rigorous, classical education prepares their students for long-term academic success. The teaching of classical languages (e.g., Greek and Latin) and the Paideia model are detailed as distinct key design elements below. Through a strong partnership with the Greek Ministry of Education, students also learn Greek dance, celebrate Greek holidays and participate in an annual, virtual trip to Greece.
 - Supplementing instruction with classical study of the Greek and Latin language, as well as history, art and other cultural studies: Beginning in kindergarten, all students receive 45 minutes of daily Greek instruction. The school employs four Greek teachers. All students, kindergarten - Grade 8 take annual Greek Proficiency Assessments to track their progress. Latin instruction begins in Grade 6 to compliment the ELA and Greek curricula. All students participate in a Paideia (Socratic seminar) twice a month for each class, including non-core subjects. The school leadership reported that there are grade specific expectations for Paideia that become more sophisticated as the students get older. The CSO team observed Paideia in both Grades 3 and 5 during the site visit.

- Prepare students to gain entry into and succeed in the best high schools in New York City: On the 2023 NYC School Survey: Students, 97 percent of students affirmed that “the school provides [them] with guidance on the high school application process.” Starting in sixth grade, all HCCS students and their families begin to learn and prepare for the high school admissions process. School leaders reported that HCCS eighth graders received \$300,000 in scholarships to private high schools last year (2022-2023).

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to under-enrollment of all three subgroups.

1. Element: **Target are met:**

- **Indicator a:** The school's overall enrollment target has been met for the entirety of the charter term and the school is currently, for 2022-2023, at 97 percent of their contracted enrollment. Over the current charter term, the school has enrolled ED students at a rate above or near to that of NYC CSD 15 and is currently, for 2022-2023, -1 percentage point to the district of location. The school has consistently retained all students and each subgroup at a rate above or near to that of NYC CSD 15.

2. Element: **Targets are not met:**

- **Indicator a:** While the percentage of ED students enrolled at the school closely approaches the DOL and is currently (2022-2023) at 52 percent with the NYC CSD 15 at 53 percent, the school has not met the district levels of enrollment for SWD or ELL; in 2022-2023, HCCS was -8 percentage points below NYC CSD 15 for SWD enrollment and -14 below for ELL enrollment.

- **Indicator b:** The school leaders reported that since the school has such high retention rates, 18 seats were available during the most recent lottery, which prohibits the number of seats that can be offered to these subgroups. The school detailed their efforts to meet the enrollment targets, which is bulleted below. One innovative strategy employed is that the dean of special education personally calls each accepted SWD student to congratulate them and stress how their learning needs will be supported by HCCS. The full list includes:
 - A lottery preference for ELL and SWD.
 - Pre-K is offered as a way to help attract families of economically disadvantaged students.
 - Outreach materials, such as the school brochure, are disseminated in both English and Spanish.
 - Outreach materials are structured to highlight the ELL and special education services offered.
 - Materials such as the application, information about the lottery process, the school calendar, and contact information are distributed throughout the community to reach prospective families including Park Slope daycares and churches.
 - HCCS-PS continues to advertise in popular local newspapers, with an emphasis on the Park Slope and Sunset Park areas to specifically target ED students, ELL, and SWD.
 - Hosting the community through annual open house events; during these sessions, leaders welcome ELL students and students with special needs, and direct families to the ELL coordinator and dean of special education.
 - Leveraging the school website, social media platforms and visits to local Pre-K centers and local churches to share information.
 - The school is testing a digital marketing campaign to target advertisements on websites and social media to families in specific zip codes who speak Spanish and tracking engagement on the HCCS website.
 - HCCS has developed a strong team of certified ELL and Special Education teachers who receive extensive and comprehensive professional development and training to meet the needs of their special education and ELL population, which directly translates to student retention.

- **Indicator c:** The renewal application states that the lottery preference for SWD and ELL allows school leaders to identify and track the efficacy of recruitment strategies for these subgroups. The school also considers the waitlist for the subgroups, event attendance, and engagement for open houses as other metrics. The school is also piloting a new digital advertising approach.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none">a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: **Legal Compliance:**

- **Indicator a:** HCCS has maintained a record of substantial compliance with applicable laws. There have been no compliance concerns or complaints over the charter term. The school credits the strong family communication and engagement for resolving all issues in a timely manner. The school's chief of operations was the first hire in 2004 and is responsible for ensuring the school is compliant with all reporting, safety, facilities, fundraising, etc.
- **Indicator b:** The school has not received any Notices of Concern or Notices of Deficiency over the course of the charter term, and there are no corrective actions pending for this charter term.
- **Indicator c:** During the focus group with the leadership team, the school indicated that it works with local teachers' colleges to recruit student teachers and ensures its teaching staff is certified in compliance with the state regulations. The school also helps uncertified teachers to their

pathway to certification. Analysis of the faculty/staff roster submitted with the 2022-2023 Annual Report shows that of the 49 teachers reported, 21 do not hold a current certification which is six more than the 15 allowed by statute. All faculty and staff reported had fingerprint clearance, and two of the 16 hired during the 2022-2023 school year, began working prior to receiving clearance for two and six days, respectively. During the visit, the school shared a new procedure in place to vet and assist teachers in the certification process, while aiming at hiring only new teachers that already hold certification.

- **Indicator d:** The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.
- **Indicator e:** The school maintains sufficient enrollment demand. As documented in Benchmark 9, the overall enrollment meets the target, but the school has not met the enrollment targets for SWD and ELL subgroups.
- **Indicator f:** The school seeks guidance from its legal counsel when updating documents and handling issues that arise, as presented in the renewal application and confirmed during the board focus group.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection

HELLENIC CLASSICAL CHARTER SCHOOL

BEDS Code

331500860878

2022-2023 Enrollment

483

ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NYC CSD 15
Total Public School Enrollment of Resident Students attending Charter Schools:	8%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	UPK, K-8
Address:	646 5TH AVE, BROOKLYN, NY, 11215
Website:	www.hccs-nys.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - BROOKLYN
Regent:	Vacant
Active Date:	7/1/2005
Authorizer:	REGENTS
CEO:	MS. CHRISTINA TETTONIS
CEO Phone:	718-499-0957
CEO Email:	ctettonis@hccs-nys.org
BOT President:	MR. CHARLES CAPETANAKIS
BOT President Phone:	212-557-7200
BOT President Email:	cc@dnhclegal.com
Institution ID:	800000058308

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

BoR Charter School Office Information

Regional Liaison:	Paolo Giovine
Performance Framework:	2019
Current Term:	07/01/19 - 06/30/24
2019-2020	Merger
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

Benchmark Rating	Year of Rating
BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	N/A	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A	N/A

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

HELLENIC CLASSICAL CHARTER SCHOOL

Hellenic Classical CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary/Middle	+/- 5	A F Palmer ES / Windsor Central MS	-2	+18	+13	.
		Elmwood Village CS Days Park	+17	+26	+24	.
		Hunter ES	+13	+24	-4	.
		Kendall ES	+3	+9	-4	.
		Kingsford Park ES	+33	+35	+15	.
		Lyndonville ES	+12	+27	+14	.
		Naples ES	+10	+22	-8	.
		North Tonawanda Intermediate School	+22	+29	+4	.
		PS 175 City Island	+24	+32	+7	.
		PS 19 Judith K Weiss	+3	+20	+9	.
		PS 207 Elizabeth G Leary	+4	+23	+14	.
		Silver Creek ES	+35	+27	+10	.
		Southern Cayuga ES	+13	+6	-2	.
		Success Academy CS-Crown Heights	-11	-8	+90	.
		Teachers College Community School	+20	+34	+33	.
		Traphagen School	+9	+23	+11	.
		Tri-Valley ES	+23	+28	+16	.
		Warren Street School	+19	+25	-1	.
		Warrensburg ES	+29	+41	+16	.
		Wheeler ES	+20	+23	-1	.
		William Appleby ES	+16	+30	0	.
		William H Seward ES	+25	+23	+7	.
			Mean	+15	+24	+12
	+/- 7.5	Albany School of Humanities	+29	+36	+10	.
		Anna S Kuhl ES	+18	+28	+7	.
		Broadway ES	+23	+35	+6	.
		Cairo-Durham ES	+34	+40	+16	.
		Cato-Meridian ES	+24	+23	+5	.
		Clifford Wise Intermediate School	+26	+42	+13	.
		Clyde-Savannah ES	+45	+53	+28	.
		Dana L Lyon MS	+34	+36	+25	.
		Donlin Drive ES	+27	+34	+18	.
		Hebrew Language Academy CS	+10	+19	+28	.
		Holley ES	+18	+26	-4	.
		Hoosick Falls ES	+27	+41	+9	.
		Hornell Intermediate School	+30	+42	+14	.
		Jordan-Elbridge MS	+18	+36	+30	.
		Kahlil Gibran School	+22	+26	+10	.
		Montessori School 27	+1	+20	+7	.
		Montessori School 31	+17	+29	+19	.
		Mount Marion ES	+24	+20	+7	.
		Mount Morris ES	+36	+42	+54	.
		Nightengale ES	+4	+18	-3	.
		PS 232 Lindenwood	+5	+30	+32	.
		PS/IS 208	+9	+35	+26	.
		Parishville-Hopkinton ES	+15	+19	+2	.
		Pennington School	+11	+42	+23	.
		Pine Valley ES	+39	+43	+8	.
		Remsen ES	+17	+30	-1	.
		Richard J Bailey School	+11	+28	+12	.
Richfield Springs ES	+15	+19	+16	.		
Roberts Street MS	+31	+32	+10	.		
Royalton-Hartland ES	+23	+30	+3	.		
School 30	+4	+27	+15	.		
Sherman ES	+6	+19	-10	.		
Sidney ES	+25	+36	+9	.		
Success Academy CS - Rosedale	-19	-19	+90	.		
Success Academy Cs - Bergen Beach	-12	-11	+90	.		
Taconic Hills ES	+15	+28	+3	.		
Tioughnioga Riverside Academy	+18	+36	+21	.		

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

+/- 10	Whitehall ES	+36	+46	+4	.
	Mean	+19	+29	+17	.
	Alden Terrace School	+2	+18	+4	.
	Brighter Choice Community School	+29	+53	+7	.
	Brownville School	+25	+40	+2	.
	Cahill School	+19	+27	+8	.
	Chateaugay ES	+24	+47	+3	.
	Dutch Broadway School	+11	+14	-1	.
	Elmwood Village CS Hertel	+20	+42	+23	.
	George Washington School	+15	+32	+2	.
	Geraldine J Mann School	+19	+32	+2	.
	Gotham Avenue School	+13	+16	-10	.
	Highland Falls Intermediate School	+16	+25	+29	.
	Howell Road School	+7	+13	-9	.
	Hugh R Jones ES	+27	+29	+22	.
	Icahn CS 2	-22	-21	-7	.
	J D George ES	+36	+31	-7	.
	James A Farley ES	+29	+37	+18	.
	Jefferson ES	+11	+10	-8	.
	Liverpool ES	+17	+19	-1	.
	Madison ES	+12	+20	+8	.
	Marion ES	+16	+17	-4	.
	Midlakes ES	+35	+42	+5	.
	Minetto ES	+22	+29	-1	.
	PS 122 Mamie Fay	-18	-10	-2	.
	PS 146 Howard Beach	+4	+23	+7	.
	PS 49 Dorothy Bonawit Kole	-5	+6	+17	.
	PS/IS 113 Anthony J Pranzo	-1	+9	+6	.
	PS/IS 266	+4	+24	+2	.
	PS/IS 87 Middle Village	+3	+18	+26	.
	Perry ES	+31	+34	+4	.
	Plattekill ES	+17	+36	+17	.
	Pratt ES	+19	+19	+15	.
	Queens College School for Math, Science & Technolog	-18	+1	-8	.
	Reginald Bennett ES	+13	+34	+4	.
	Robert H Jackson ES	+19	+19	-5	.
	Salem ES	+22	+29	0	.
	Shaw Avenue School	+3	+16	-1	.
	Stony Point ES	+32	+38	+13	.
	Success Academy CS - Springfield Gardens	-21	-18	+90	.
	Success Academy CS-Far Rockaway	-11	-15	+90	.
	Success Academy CS-Prospect Heights	-14	-11	+90	.
	Success Academy CS-Upper West	-28	-26	+90	.
	Syracuse Latin School	+7	+31	+14	.
	Mean	+11	+20	+13	.
	Mean	+15	+24	+14	.

*See NOTES (1) and (11).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

HELLENIC CLASSICAL CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Hellenic Classical CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2016-2017	66%	26%	0%	65%	66%	43%	50%	60%
2017-2018	71%	55%	45%	69%	72%	50%	58%	68%
2018-2019	64%	20%	15%	55%	85%	52%	62%	80%
2021-2022	78%	50%	50%	74%	66%	32%	38%	58%
2022-2023	74%	49%	30%	68%	90%	82%	91%	87%

*See NOTES (2), (3), (7), and (8).

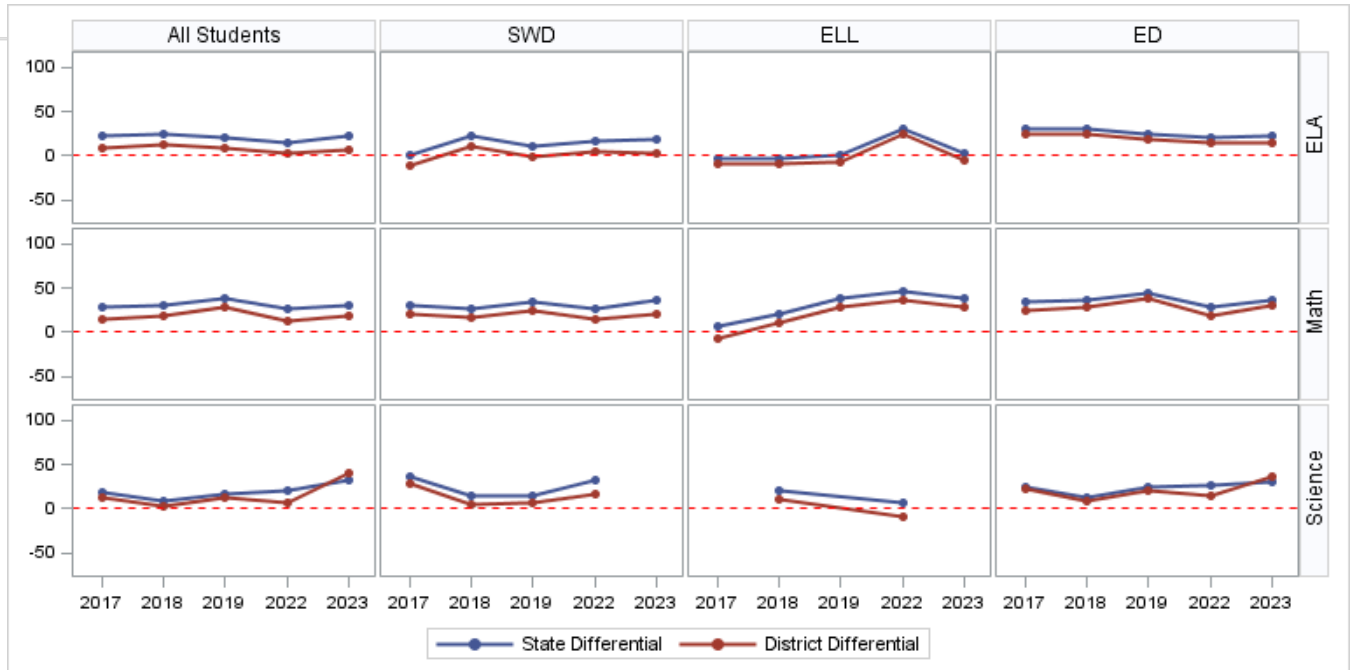
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Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time

Comparison of Hellenic Classical CS and NYC CSD 15



*See NOTES (1), (2), (3), and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Hellenic Classical CS	NYC CSD 15	District Differential	NYS	NYS Differential	Hellenic Classical CS	NYC CSD 15	District Differential	NYS	NYS Differential	Hellenic Classical CS	NYC CSD 15	District Differential	NYS	NYS Differential
All Students	2016-2017	63%	54%	+9	40%	+23	68%	53%	+15	40%	+28	94%	81%	+13	75%	+19
	2017-2018	70%	57%	+13	45%	+25	75%	56%	+19	45%	+30	86%	83%	+3	77%	+9
	2018-2019	67%	58%	+9	46%	+21	86%	57%	+29	47%	+39	92%	79%	+13	75%	+17
	2021-2022	61%	59%	+2	47%	+14	65%	53%	+12	39%	+26	90%	83%	+7	69%	+21
	2022-2023	70%	63%	+7	48%	+22	82%	63%	+19	51%	+31	81%	41%	+40	48%	+33
SWD	2016-2017	11%	22%	-11	11%	0	44%	24%	+20	14%	+30	89%	60%	+29	53%	+36
	2017-2018	40%	29%	+11	17%	+23	44%	28%	+16	18%	+26	71%	67%	+4	57%	+14
	2018-2019	25%	27%	-2	15%	10	53%	28%	+25	18%	+35	67%	61%	+6	52%	+15
	2021-2022	32%	28%	+4	16%	+16	40%	25%	+15	14%	+26	79%	63%	+16	46%	+33
	2022-2023	37%	34%	+3	19%	+18	59%	38%	+21	23%	+36	.	.	.	.	.
ELL	2016-2017	9%	19%	-10	12%	-3	25%	32%	-7	19%	+6	.	.	.	.	.
	2017-2018	21%	30%	-9	25%	-4	50%	40%	+10	29%	+21	80%	69%	+11	59%	+21
	2018-2019	25%	32%	-7	25%	0	69%	40%	+29	31%	+38	.	.	.	.	.
	2021-2022	59%	34%	+25	29%	+30	71%	35%	+36	25%	46	57%	67%	-10	50%	+7
	2022-2023	33%	39%	-6	30%	+3	75%	47%	+28	36%	39	.	.	.	.	.
ED	2016-2017	61%	36%	+25	30%	+31	63%	38%	+25	29%	+34	93%	71%	+22	68%	+25
	2017-2018	66%	41%	+25	36%	+30	70%	42%	+28	34%	+36	83%	75%	+8	70%	+13
	2018-2019	60%	42%	+18	36%	+24	82%	43%	+39	37%	+45	91%	71%	+20	67%	+24
	2021-2022	57%	43%	+14	37%	+20	56%	37%	+19	28%	+28	85%	71%	+14	59%	+26
	2022-2023	61%	47%	+14	38%	+23	77%	47%	+30	40%	+37	71%	35%	+36	40%	+31

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

All Students		ELA					Mathematics					Science				
		Hellenic Classical CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Hellenic Classical CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Hellenic Classical CS	NYC CSD 15	Differential to District	NYS	Differential to NYS
Grade 3	2017	67%	56%	+11	43%	+24	86%	61%	+25	49%	+37	.	.	.	.	.
	2018	91%	62%	+29	51%	+40	96%	64%	+32	54%	+42	.	.	.	.	.
	2019	82%	62%	+20	52%	+30	96%	66%	+30	55%	+41	.	.	.	.	.
	2022	47%	63%	-16	46%	+1	70%	62%	+8	48%	+22	.	.	.	.	.
	2023	63%	63%	0	45%	+18	88%	69%	+19	54%	+34	.	.	.	.	.
Grade 4	2017	67%	54%	+13	41%	+26	71%	54%	+17	43%	+28	98%	89%	+9	86%	+12
	2018	67%	60%	+7	48%	+19	72%	59%	+13	48%	+24	98%	91%	+7	89%	+9
	2019	79%	60%	+19	48%	+31	91%	60%	+31	51%	+40	100%	89%	+11	86%	+14
	2022	60%	59%	+1	42%	+18	73%	57%	+16	43%	+30	98%	84%	+14	80%	+18
	2023	72%	68%	+4	49%	+23	77%	69%	+8	54%	+23	.	.	.	.	.
Grade 5	2017	56%	50%	+6	36%	20	73%	58%	+15	43%	+30	.	.	.	.	.
	2018	75%	47%	+28	37%	+38	73%	56%	+17	44%	+29	.	.	.	.	.
	2019	40%	51%	-11	38%	+2	70%	59%	+11	46%	+24	.	.	.	.	.
	2022	49%	50%	-1	38%	+11	51%	53%	-2	37%	+14	.	.	.	.	.
	2023	69%	61%	+8	45%	+24	95%	64%	+31	50%	+45	.	.	.	.	.
Grade 6	2017	54%	45%	+9	33%	+21	83%	51%	+32	40%	+43	.	.	.	.	.
	2018	60%	60%	0	49%	+11	79%	55%	+24	44%	+35	.	.	.	.	.
	2019	72%	58%	+14	47%	+25	82%	54%	+28	47%	+35	.	.	.	.	.
	2022	69%	66%	+3	57%	+12	77%	47%	+30	39%	+38	.	.	.	.	.
	2023	61%	59%	+2	46%	+15	80%	55%	+25	48%	+32	.	.	.	.	.
Grade 7	2017	69%	58%	+11	42%	+27	57%	53%	+4	38%	+19	.	.	.	.	.
	2018	56%	56%	0	40%	+16	63%	55%	+8	42%	+21	.	.	.	.	.
	2019	58%	61%	-3	40%	+18	82%	57%	+25	44%	+38	.	.	.	.	.
	2022	71%	57%	+14	48%	+23	44%	45%	-1	36%	+8	.	.	.	.	.
	2023	74%	60%	+14	48%	+26	83%	62%	+21	52%	+31	.	.	.	.	.
Grade 8	2017	67%	59%	+8	46%	+21	33%	22%	+11	22%	+11	89%	57%	+32	59%	+30
	2018	71%	57%	+14	48%	+23	63%	29%	+34	31%	+32	73%	58%	+15	59%	+14
	2019	71%	59%	+12	48%	+23	98%	19%	+79	34%	+64	83%	46%	+37	56%	+27
	2022	72%	56%	+16	50%	+22	74%	6%	+68	27%	+47	81%	43%	+38	50%	+31
	2023	81%	65%	+16	56%	+25	64%	22%	+42	43%	+21	81%	41%	+40	48%	+33

*See NOTES (1), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics					Science				
		Hellenic Classical CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Hellenic Classical CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Hellenic Classical CS	NYC CSD 15	Differential to District	NYS	Differential to NYS
Grade 3	2019	43%	32%	+11	23%	+20	71%	39%	+32	28%	+43	.	.	.	.	.
	2022	45%	31%	+14	20%	+25	55%	36%	+19	24%	+31	.	.	.	.	.
	2023	42%	34%	+8	19%	+23	67%	44%	+23	29%	+38	.	.	.	.	.
Grade 4	2017	17%	25%	-8	13%	+4	33%	27%	+6	17%	+16	100%	74%	+26	69%	+31
	2018	40%	37%	+3	19%	21	40%	35%	+5	21%	+19	100%	82%	+18	75%	+25
	2022	33%	28%	+5	14%	+19	67%	30%	+37	18%	+49	100%	67%	+33	60%	+40
	2023	55%	38%	+17	21%	+34	45%	44%	+1	27%	+18	.	.	.	.	.
Grade 5	2017	.	21%	-21	9%	-9	40%	28%	+12	15%	+25	.	.	.	.	.
	2018	40%	19%	+21	11%	+29	40%	27%	+13	17%	+23	.	.	.	.	.
	2019	33%	22%	+11	11%	22	50%	30%	+20	17%	+33	.	.	.	.	.
	2022	13%	24%	-11	11%	+2	13%	24%	-11	13%	0	.	.	.	.	.
	2023	50%	34%	+16	17%	+33	100%	38%	+62	22%	+78	.	.	.	.	.
Grade 6	2017	14%	15%	-1	7%	+7	57%	19%	+38	11%	+46	.	.	.	.	.
	2018	40%	29%	+11	16%	24	80%	27%	+53	15%	+65	.	.	.	.	.
	2022	20%	35%	-15	22%	-2	40%	21%	+19	11%	+29	.	.	.	.	.
	2023	17%	31%	-14	15%	+2	17%	32%	-15	19%	-2	.	.	.	.	.
Grade 7	2018	17%	25%	-8	12%	+5	17%	22%	-5	13%	+4	.	.	.	.	.
	2019	.	25%	-25	10%	-10	33%	25%	+8	13%	+20	.	.	.	.	.
	2022	40%	26%	+14	16%	+24	.	17%	-17	10%	-10	.	.	.	.	.
	2023	25%	29%	-4	17%	+8	63%	35%	+28	21%	+42	.	.	.	.	.
Grade 8	2019	.	25%	-25	15%	-15	83%	12%	+71	11%	+72	50%	24%	+26	29%	+21
	2022	43%	26%	+17	17%	+26	29%	5%	+24	8%	+21	43%	30%	+13	25%	+18

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics				
		Hellenic Classical CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Hellenic Classical CS	NYC CSD 15	Differential to District	NYS	Differential to NYS
Grade 5	2023	43%	39%	+4	30%	+13	100%	49%	+51	33%	+67

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					Science				
		Hellenic Classical CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Hellenic Classical CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Hellenic Classical CS	NYC CSD 15	Differential to District	NYS	Differential to NYS
Grade 3	2017	64%	39%	+25	32%	+32	82%	47%	+35	37%	+45	.	.	.	.	.
	2018	84%	46%	+38	40%	+44	94%	51%	+43	43%	+51	.	.	.	.	.
	2019	78%	46%	+32	42%	+36	94%	54%	+40	44%	+50	.	.	.	.	.
	2022	46%	47%	-1	35%	+11	64%	47%	+17	36%	+28	.	.	.	.	.
	2023	50%	44%	+6	34%	+16	88%	53%	+35	42%	+46	.	.	.	.	.
Grade 4	2017	55%	37%	+18	31%	+24	62%	39%	+23	32%	+30	97%	82%	+15	80%	+17
	2018	61%	43%	+18	38%	+23	67%	44%	+23	37%	+30	97%	85%	+12	84%	+13
	2019	67%	44%	+23	38%	+29	83%	47%	+36	40%	+43	100%	83%	+17	81%	+19
	2022	63%	42%	+21	30%	+33	63%	41%	+22	31%	+32	96%	73%	+23	72%	+24
	2023	72%	53%	+19	38%	+34	69%	55%	+14	42%	+27	.	.	.	.	.
Grade 5	2017	53%	34%	+19	25%	28	70%	46%	+24	31%	+39	.	.	.	.	.
	2018	75%	33%	+42	27%	+48	67%	43%	+24	33%	+34	.	.	.	.	.
	2019	36%	35%	+1	28%	+8	64%	46%	+18	36%	+28	.	.	.	.	.
	2022	40%	33%	+7	27%	+13	43%	39%	+4	26%	+17	.	.	.	.	.
	2023	59%	45%	+14	36%	+23	95%	49%	+46	38%	+57	.	.	.	.	.
Grade 6	2017	60%	25%	+35	23%	+37	80%	34%	+46	28%	+52	.	.	.	.	.
	2018	52%	44%	+8	39%	+13	72%	40%	+32	32%	+40	.	.	.	.	.
	2019	69%	39%	+30	37%	+32	77%	36%	+41	36%	+41	.	.	.	.	.
	2022	64%	51%	+13	47%	+17	71%	30%	+41	27%	+44	.	.	.	.	.
	2023	56%	42%	+14	36%	+20	78%	37%	+41	37%	+41	.	.	.	.	.
Grade 7	2017	76%	38%	+38	31%	+45	55%	34%	+21	26%	+29	.	.	.	.	.
	2018	48%	37%	+11	31%	+17	59%	38%	+21	30%	+29	.	.	.	.	.
	2019	41%	45%	-4	31%	+10	78%	41%	+37	33%	+45	.	.	.	.	.
	2022	59%	41%	+18	39%	+20	28%	30%	-2	25%	+3	.	.	.	.	.
	2023	63%	45%	+18	39%	+24	75%	46%	+29	41%	+34	.	.	.	.	.
Grade 8	2017	56%	44%	+12	37%	+19	22%	13%	+9	18%	+4	89%	48%	+41	49%	+40
	2018	73%	44%	+29	39%	+34	58%	21%	+37	26%	+32	67%	53%	+14	50%	+17
	2019	65%	46%	+19	39%	+26	96%	17%	+79	29%	+67	81%	43%	+38	47%	+34
	2022	72%	44%	+28	42%	+30	66%	5%	+61	22%	+44	75%	35%	+40	41%	+34
	2023	68%	54%	+14	48%	+20	56%	22%	+34	36%	+20	71%	35%	+36	40%	+31

*See NOTES (1), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

HELLENIC CLASSICAL CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				ED			
		Total Charter Tested	Hellenic Classical CS	NYS	Differential to NYS	Total Charter Tested	Hellenic Classical CS	NYS	Differential to NYS
Algebra I (Common Core)	2018-2019	15	100%	89%	+11	8	100%	80%	+20
	2019-2020	13	100%	100%	0	5	100%	100%	0
	2020-2021	19	100%	97%	+3	5	100%	94%	+6
	2021-2022	10	100%	81%	+19	.	.	.	.
	2022-2023	16	100%	83%	+17	5	100%	73%	+27
Living Environment	2020-2021	42	100%	99%	+1	22	100%	98%	+2
	2021-2022	24	100%	77%	+23	9	100%	65%	+35
	2022-2023	24	100%	74%	+26	10	100%	63%	+37
Physical Setting / Earth Science	2018-2019	27	89%	92%	-3	13	92%	79%	+13
	2019-2020	24	100%	100%	0	10	100%	100%	0

*See NOTES (1), (2), (3), (4), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

HELLENIC CLASSICAL CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Hellenic Classical CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	480	476	99%
2019-2020	498	497	100%
2020-2021	498	496	100%
2021-2022	498	494	99%
2022-2023	498	483	97%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners*, and Economically Disadvantaged

	SWD			ELL			ED		
	Hellenic Classical CS	NYC CSD 15	Differential to District	Hellenic Classical CS	NYC CSD 15	Differential to District	Hellenic Classical CS	NYC CSD 15	Differential to District
2018-2019	11%	21%	-10	6%	24%	-18	55%	53%	+2
2019-2020	12%	22%	-10	8%	23%	-15	54%	52%	+2
2020-2021	15%	23%	-8	3%	23%	-20	55%	54%	+1
2021-2022	16%	24%	-8	6%	23%	-17	57%	53%	+4
2022-2023	17%	25%	-8	8%	22%	-14	52%	53%	-1

*The 2020-2021 ELL enrollment for this school is under-represented due to a reporting error.

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Hellenic Classical CS	NYC CSD 15	Differential to District	Hellenic Classical CS	NYC CSD 15	Differential to District	Hellenic Classical CS	NYC CSD 15	Differential to District	Hellenic Classical CS	NYC CSD 15	Differential to District
2018-2019	97%	88%	+9	95%	88%	+7	91%	85%	+6	95%	87%	8
2019-2020	94%	88%	+6	96%	89%	+7	96%	86%	+10	96%	87%	+9
2020-2021	96%	87%	+9	95%	89%	+6	95%	89%	+6	96%	90%	+6
2021-2022	93%	76%	+17	94%	62%	+32	94%	82%	+12	96%	83%	+13
2022-2023	90%	86%	+4	84%	86%	-2	85%	85%	+0	92%	86%	+6

*See NOTES (2) and (6) below.

1.c.i. and 1.c.ii. High School Persistence:

Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

Not applicable to this charter school

*See NOTES (2), (3), and (10) below.

2024 NYSED Charter School Information Dashboard

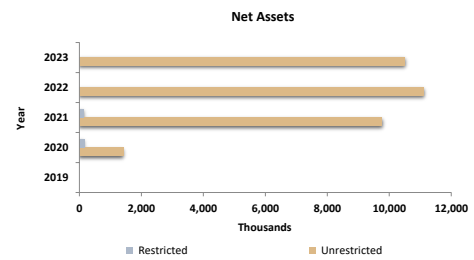
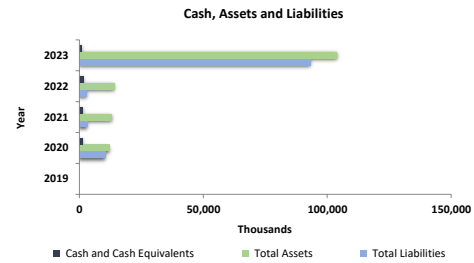
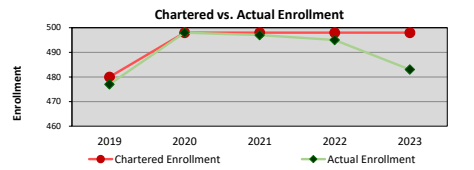
Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.

Charter School Fiscal Accountability Summary

HELLENIC CLASSICAL CHARTER SCHOOL

2018 19	2019 20	2020 21	2021 22	2022 23
UPK, K-8	UPK, K-8	UPK, K-8	UPK, K-8	UPK, K-8
UPK, K-8	UPK, K-8	UPK, K-8	UPK, K-8	UPK, K-8
480	498	498	498	498
498	498	498	498	498
477	498	497	495	483



Grades Served
Maximum Chartered Grades Served
Chartered Enrollment
Maximum Chartered Enrollment
Actual Enrollment

ASSETS

Current Assets

Cash and Cash Equivalents
Grants and Contracts Receivable
Prepaid Expenses
Other Current Assets

Total Current Assets

Non-Current Assets

Property, Building and Equipment, net
Restricted Cash
Security Deposits
Other Non-Current Assets

Total Non - Current Assets

Total Assets

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Payroll Taxes
Due to Related Parties
Refundable Advances
Other Current Liabilities

Total Current Liabilities

Long-Term Liabilities

Deferred Rent
Other Long-Term Liabilities

Total Long-Term Liabilities

Total Liabilities

NET ASSETS

Unrestricted
Restricted

Total Net Assets

Total Liabilities and Net Assets

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
State and Local Per Pupil Revenue - SPED
State and Local Per Pupil Facilities Revenue
Federal Grants
State and City Grants
Other Operating Income

Total Operating Revenue

EXPENSES

Program Services

Regular Education
Special Education
Other Expenses

Total Program Services

Supporting Services

Management and General
Fundraising

Total Support Services

Total Expenses

Surplus/Deficit from Operations

SUPPORT AND OTHER REVENUE

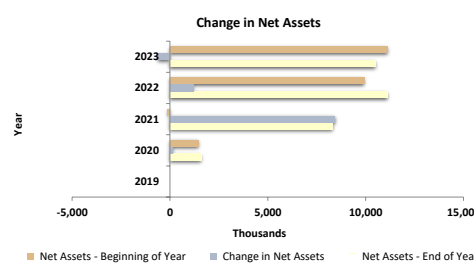
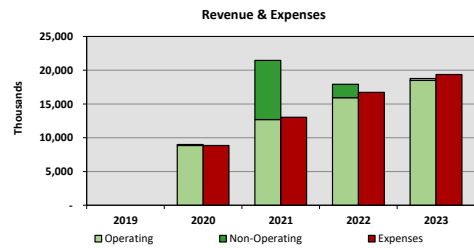
Interest and Other Income
Contributions and Grants
Fundraising Support
Other Support and Revenue

Total Support and Other Revenue

Change in Net Assets

Net Assets - Beginning of Year

Net Assets - End of Year



REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
Support and Other Revenue

Total Revenue

Expenses - Per Pupil

Program Services
Management and General, Fundraising

Total Expenses

% of Program Services
% of Management and Other

% of Revenue Exceeding Expenses

FINANCIAL COMPOSITE SCORE

Composite Score
BENCHMARK and FINDING:
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 /
Needs Monitoring: -1.0 - 0.9

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio

BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

DEBT TO ASSET

Debt to Asset Ratio

BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

CASH POSITION

Days of Cash

BENCHMARK and FINDING:

Ratio should be equal to or greater than 60 days

TOTAL MARGIN

Total Margin Ratio

BENCHMARK and FINDING:

Ratio should be equal to or greater than 0.0

