



**Department of  
Education**

Chancellor Richard A. Carranza

# Renewal Report for Hellenic Classical Charter School

## SCHOOL YEAR 2018-2019

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This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school's application for charter renewal. This report is based on a cumulative record of the school's progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school's academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor's determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at [https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook\\_2018-19\\_final-docx.pdf](https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf).

## PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

### CURRENT SCHOOL SNAPSHOT

<b>Hellenic Classical Charter School</b>	
DBN	84K362
School Leader(s)	Christina Tettonis
Board Chair(s)	Charles Capetanakis
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	15
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(KAWR) 646 Fifth Avenue, Brooklyn, NY 11215 Grades/Programs at Building: PreK-8 Facility Owner: Private
2018-2019 Enrollment (excluding PreK) <sup>1</sup>	480
2018-2019 Grades Served	K-8
Current Authorized Enrollment	480
Current Authorized Grade Span	K-8
School Opened For Instruction	2005-2006
School Year of First Renewal	2009-2010
School Year of Second Renewal	2014-2015
Current Charter Term <sup>1</sup>	February 9, 2015 – June 30, 2019

<sup>1</sup> Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2017-2018 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations.

## RENEWAL RECOMMENDATION

Hellenic Classical Charter School (“HCCS”) has satisfied the conditions placed upon it for future renewal. Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a full term for HCCS.

<b>Recommendation</b>	
Proposed New Charter Term	5 years
Proposed Authorized Grade Span for New Charter Term	K-8
Proposed Authorized Enrollment for New Charter Term	498

## PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a full-term renewal, the school’s full application plans are included below.

In the event that the charter receives a subsequent full-term renewal in the 23-24 school year and does not submit an alternative plan in its application, the school will automatically be authorized to serve 498 students in grades K-8 in that future charter term, in alignment with the plan described below.

<b>Grade</b>	<b>Current School Year (2018-19)</b>	<b>Year 1 (2019-20)</b>	<b>Year 2 (2020-21)</b>	<b>Year 3 (2021-22)</b>	<b>Year 4 (2022-23)</b>	<b>Year 5 (2023-24)</b>
<b>K</b>	54	56	56	56	56	56
<b>1</b>	54	56	56	56	56	56
<b>2</b>	54	56	56	56	56	56
<b>3</b>	54	55	55	55	55	55
<b>4</b>	54	55	55	55	55	55
<b>5</b>	54	55	55	55	55	55
<b>6</b>	52	55	55	55	55	55
<b>7</b>	52	55	55	55	55	55
<b>8</b>	52	55	55	55	55	55
<b>TOTAL</b>	480	498	498	498	498	498

HCCS will implement a preference for Students with Disabilities (SWD) starting with the 2019-2020 lottery, and will adjust the current ELL preference to be a “set-aside” preference.

## RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

HCCS received a 4.5 year full term renewal in the 2014-15 academic year with the following condition:

<b>Current Charter Conditions<sup>2</sup></b>	<b>Met/Not Met To Date</b>	<b>Notes</b>
1. As per the school's current and proposed charter agreement, in each year of the charter term, the school must maintain an escrow account with at minimum \$70,000. In the next charter term, the school must provide the NYC DOE with quarterly statements (within 30 days of January 1, April 1, July 1, and October 1) for the escrow account for the entirety of the charter term.	Met	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>

HCCS was not placed on notice during the current charter term.

## CHARTER SCHOOL BACKGROUND

Hellenic Classical Charter School ("HCCS") is an elementary and middle school located in the Park Slope neighborhood of Brooklyn. The school is in private space in Community School District 15. The school has a universal pre-kindergarten program. The school is not co-located with any other schools or programs.<sup>3</sup>

The school is in its third charter term.

## SCHOOL HIGHLIGHTS<sup>4</sup>

According to the school's renewal application, "HCCS has been designated a High Performing Reward School by the NYSED for 4 consecutive years based on our students' performance on state assessments. In order to be awarded this status by NYS:

- HCCS was among the top 20 percent of schools in the state for ELA and math performance for 2015-16 and 2016-17.
- HCCS made adequate yearly progress (AYP) for the 2015-16 and 2016-17 school years for all groups of students on all measures for which the school is accountable.
- HCCS had no gaps in student performance on any accountability measure between students e.g., low-income students."

## CURRENT SCHOOL LEADERSHIP TEAM<sup>5</sup>

<b>School Leader Name</b>	<b>Position</b>	<b>Years at School</b>
1. Christina Tettonis	Principal	11.0

<sup>2</sup> Conditions are evaluable through 2017-2018.

<sup>3</sup> According to NYC DOE Location Code Generation and Management System.

<sup>4</sup> School Highlights provided directly by the charter school and have not been reviewed for accuracy.

<sup>5</sup> School Leadership Team information is from July 1, 2018 through October 1, 2018.

<b>School Leader Name</b>		<b>Position</b>	<b>Years at School</b>
2.	Joy Petrakos	Director of Operations	13.0
3.	Natasha Caban	Assistant Principal	13.0

## PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS

### RENEWAL PROCESS

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 1, 2018.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing and Accountability Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing and Accountability Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing and Accountability Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing and Accountability Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in the NYC DOE OSDCP Accountability Handbook, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing and Accountability Team.

## STATUTORY BASIS FOR RENEWAL

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

**§ 2851(4):** Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

## RENEWAL OUTCOMES

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing and Accountability Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing and Accountability Team approves the renewal application and the Chancellor



recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing and Accountability Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing and Accountability Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing and Accountability Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

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## FULL-TERM RENEWAL

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

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## SHORT TERM RENEWAL

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

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## NON-RENEWAL

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may result.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may challenge the non-renewal decision.

## PART 3: FINDINGS

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

At the time of this school's renewal, HCCS has partially demonstrated academic success.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix C. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix F. These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below.

### PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes <sup>6</sup>	Details
Comparative Academic Performance		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates <sup>7</sup>	○	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 1

<sup>6</sup> ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

<sup>7</sup> The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as "peer groups" and "similar schools"). Please refer to the documentation available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

<b>Standards</b>	<b>Charter Term Outcomes<sup>6</sup></b>	<b>Details</b>
NYS Math exam proficiency rates meet or exceed comparable CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 2
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 2
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	◐	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates <sup>8</sup>	N/A	
NYS Comprehensive English Regents exam pass rates meet or exceed Citywide rates	N/A <sup>9</sup>	
NYS English Language Arts Common Core Regents exam pass rates meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates meet or exceed Citywide rates	N/A	

<sup>8</sup> The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

<sup>9</sup> All Regents exam and graduation standards are applicable to charters serving grades 9-12 only.

Standards	Charter Term Outcomes <sup>6</sup>	Details
Algebra I (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates meet or exceed Citywide rates	N/A	
Graduation rates meet or exceed Citywide rates	N/A	
<b>Academic Growth</b>		
NYS ELA exam proficiency rates increase	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: N/A<sup>10</sup></b> See Figure 1
NYS Math exam proficiency rates increase	◐	<b>2015-16: Met</b> <b>2016-17: Not Met<sup>11</sup></b> <b>2017-18: N/A</b> See Figure 2
NYS Comprehensive English Regents exam pass rates increase	N/A	
NYS English Language Arts Common Core Regents exam pass rates increase	N/A	
NYS Integrated Algebra Regents exam pass rates increase	N/A	

<sup>10</sup> NYS Math and ELA assessments administered beginning with the 2017-18 school year were revised to accommodate two days of testing instead of three. As such, proficiency rates for school years prior to 2017-18 are not directly comparable.

<sup>11</sup> The DOE evaluates growth based on outcomes rounded to whole numbers. The DOE acknowledges that HCCS grew from 67.5% (rounded to 68%) to 68.4% (rounded to 68%) from 2015-2016 to 2016-2017.

<b>Standards</b>	<b>Charter Term Outcomes<sup>6</sup></b>	<b>Details</b>
Geometry Regents exam pass rates increase	N/A	
Algebra 2/Trigonometry Regents exam pass rates increase	N/A	
Algebra I (Common Core) Regents exam pass rates increase	N/A	
Geometry (Common Core) Regents exam pass rates increase	N/A	
Algebra II (Common Core) Regents exam pass rates increase	N/A	
Global History Regents exam pass rates increase	N/A	
Global History Transition Regents exam pass rates increase	N/A	
U.S. History & Government Regents exam pass rates increase	N/A	
Living Environment Regents exam pass rates increase	N/A	
Physical Setting/Earth Science Regents exam pass rates increase	N/A	
Physical Setting/Chemistry Regents exam pass rates increase	N/A	
Physical Setting/Physics Regents exam pass rates increase	N/A	
Graduation rates increase	N/A	
<b>Closing the Achievement Gap</b>		
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 5
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 5
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 8

<b>Standards</b>	<b>Charter Term Outcomes<sup>6</sup></b>	<b>Details</b>
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 8
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 4
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 4
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 7
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 7
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) <sup>12</sup> meet or exceed CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 6
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 6

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<sup>12</sup> The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

<b>Standards</b>	<b>Charter Term Outcomes<sup>6</sup></b>	<b>Details</b>
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 9
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 9
NYS Comprehensive English Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
NYS English Language Arts Common Core Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
NYS Comprehensive English Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
NYS English Language Arts Common Core Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	

<b>Standards</b>	<b>Charter Term Outcomes<sup>6</sup></b>	<b>Details</b>
NYS Integrated Algebra Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
NYS Comprehensive English Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
NYS English Language Arts Common Core Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	



Standards	Charter Term Outcomes <sup>6</sup>	Details
Algebra II (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Graduation rates for ELLs meet or exceeds Citywide rates	N/A	
Graduation rates for SWD meet or exceeds Citywide rates	N/A	
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates	N/A <sup>13</sup>	
<b>College &amp; Career Readiness (for grades 9 12 only)</b>		
Postsecondary enrollment rates meet or exceed Citywide rates <sup>14</sup>	N/A	
College & Career Preparatory Course Index meet or exceeds Citywide average	N/A	
College Readiness Index meet or exceeds Citywide average	N/A	

<sup>13</sup> The NYC DOE does not report citywide graduation rates for students eligible for FRPL; this standard will be marked "N/A" for all Chancellor-authorized charter schools.

<sup>14</sup> The NYC DOE considers the postsecondary enrollment rate at 6 months post-graduation for this standard.

## COMPARATIVE ACADEMIC PERFORMANCE AND ACADEMIC GROWTH

### GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCE<sup>ii</sup>

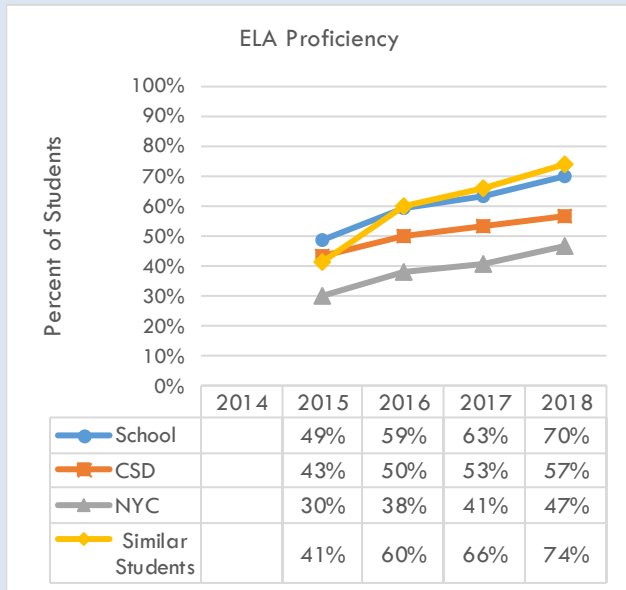


Figure 1

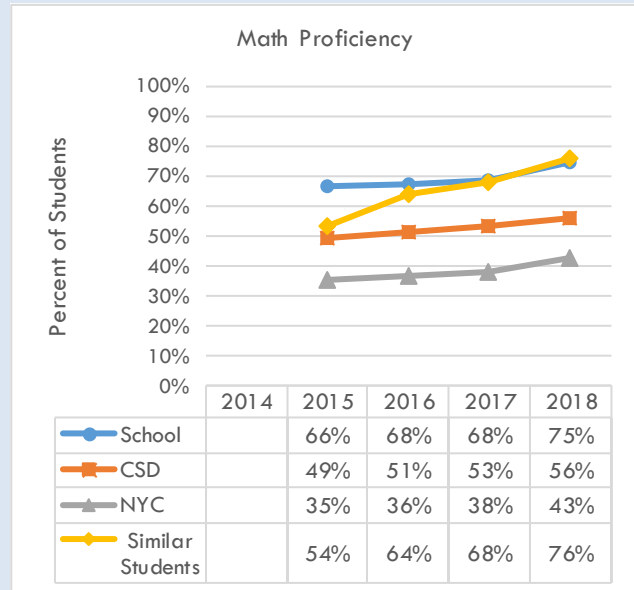


Figure 2

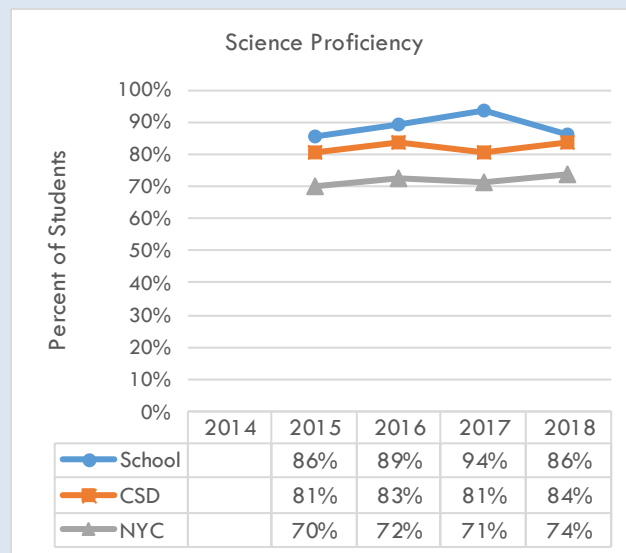


Figure 3

## CLOSING THE ACHIEVEMENT GAP

### GRADE 3-8 ENGLISH LANGUAGE ARTS<sup>iii</sup>

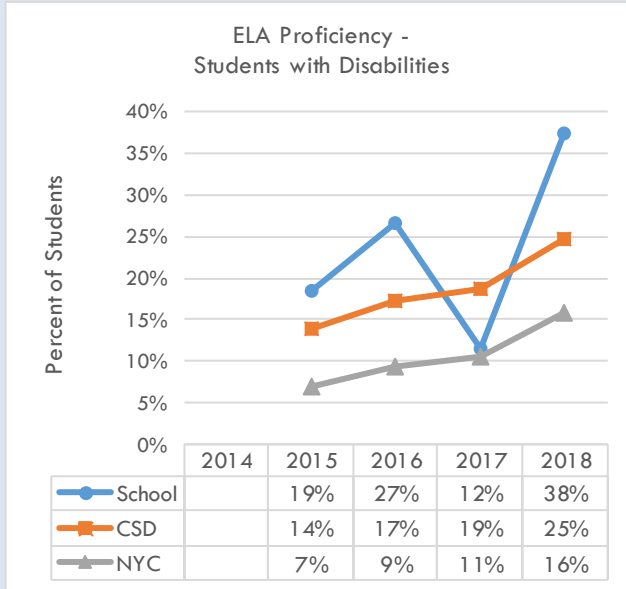


Figure 4

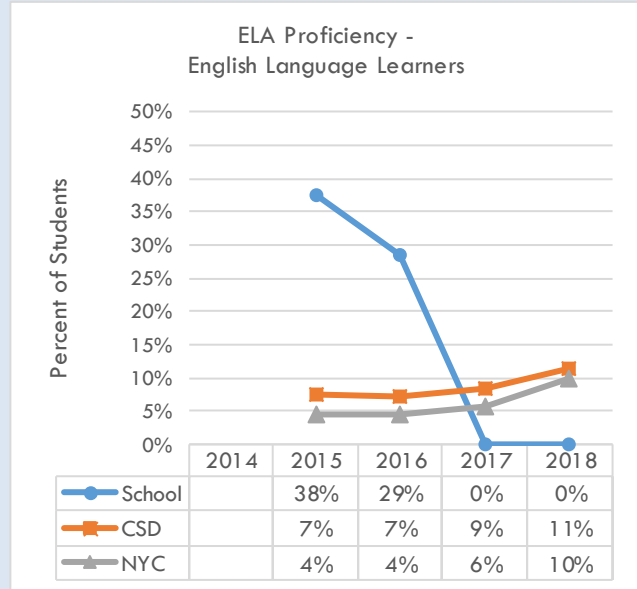


Figure 5

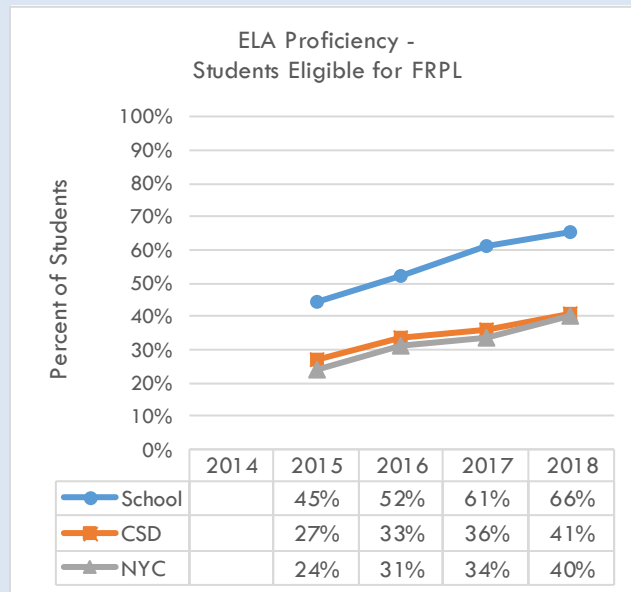


Figure 6

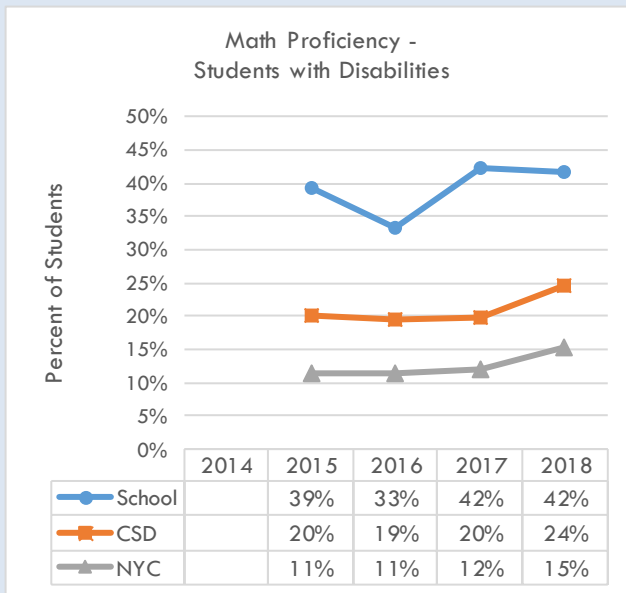


Figure 7

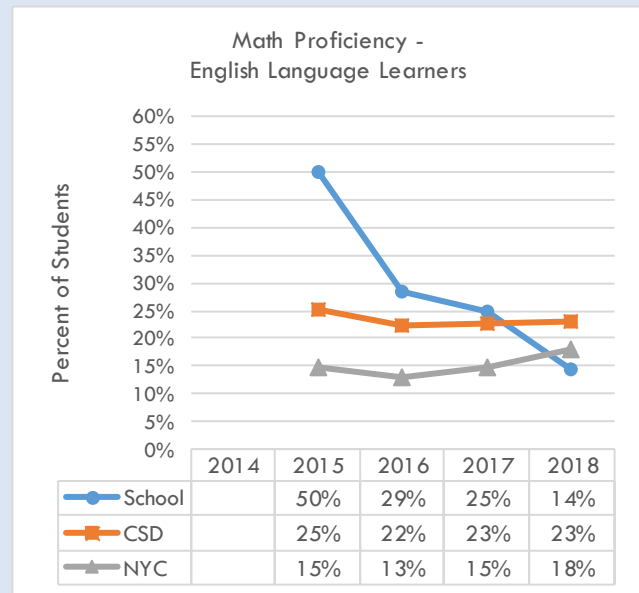


Figure 8

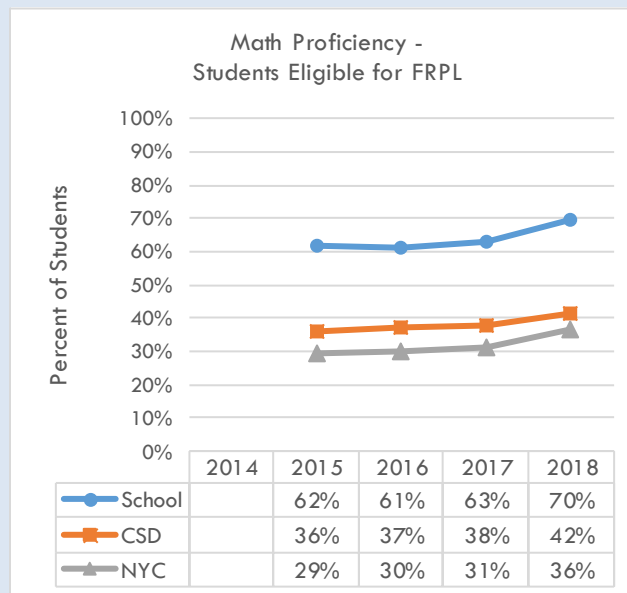


Figure 9

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

At the time of this school's renewal, HCCS has partially demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix F. These goals relate to school environment, leadership, governance, and compliance. For detailed information on the efforts the school is taking to enroll and retain students with disabilities, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix G.

Detail on OSDCP's findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

---

### CURRENT BOARD OF TRUSTEES<sup>15</sup>

Board Member Name	Position	Committee(s)	Years on Board
1. Charles Capetanakis	Chair	Education, Financial, Facilities	13.0
2. Nikolaos Leonardos	Treasurer	Education, Financial, Facilities	13.0
3. Harvey Newman	Education Chair	Education, Financial, Facilities	13.0
4. Effie Lekas	Trustee	Education	13.0
5. B. Dean Angelakos	Trustee	Facilities, Financial	8.0
6. Nikiforos Mathews	Trustee	Facilities, Financial	13.0
7. Liana Theodoratou	Trustee	Education	13.0
8. Grazia Svokos	Trustee	Education	1.0

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### SCHOOL KEY DESIGN ELEMENTS

As part of the renewal application, the school was asked to provide up to seven key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

---

#### A RIGOROUS CLASSICAL EDUCATION

Hellenic's curriculum is rich in challenging content that is standards based and strives to develop intellectual learning in all students. Hellenic's education model uses a standards- based curriculum, didactic instruction, coaching and intensive academic support.

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#### CLASSICAL STUDY OF THE GREEK AND LATIN LANGUAGE

Students study the language, the history, the art and other cultural aspects of Greek. Students in our Middle School are instructed in the Latin language as part of their classical education.

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<sup>15</sup> Board of Trustees as of October 1, 2018.

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## PREPARE STUDENTS TO GAIN ENTRY INTO AND SUCCEED IN THE BEST HIGH SCHOOLS IN NEW YORK CITY

HCCS prepares students to succeed in the best high schools in New York City by offering students advanced courses for high school credit and free SHSAT practice. HCCS provides a variety of supports to parents and students to educate them about the high school application process and to gaining acceptance into high performing schools.

---

## SOCRATIC METHOD OF TEACHING (PAIDEIA)

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

---

## COLLABORATIVE PROFESSIONAL LEARNING COMMUNITY

HCCS has established a school culture that supports and rewards collaboration and professional growth for all of its staff.

---

## STUDENT-LED INSTRUCTION

We are increasing engagement through student led instruction. Examples include students facilitating Socratic seminars, upper grade students facilitating learning for elementary students and students teaching their peers specific strategies in small groups.

---

## PARENTS AS PARTNERS

HCCS invites our parents to be our partners. For example, parents are invited to give feedback during publishing celebrations; learn to play chess with their child; play math games during family math days; celebrate art exhibitions and musical productions.

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## STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

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### STAFFING<sup>v</sup>

In the 2015-16 school year, no leadership staff left the school; 6 or 11% of instructional staff left the school.

In the 2016-17 school year, no leadership staff left the school; 8 or 13% of instructional staff left the school.

In the 2017-18 school year, no leadership staff left the school; 8 or 12% of instructional staff left the school.

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### GOVERNANCE

In 2015-16, the Board had 7 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The board met 5 times, this did not meet the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 4 times out of the 5 meetings that took place in 2015-16.

In 2016-17, the Board had 7 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The board met 11 times, this did not meet the requirement of the Charter Schools Act

to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 8 times out of the 11 meetings that took place in 2016-17.

In 2017-18, the Board had 8 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The board met 11 times, this did not meet the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 9 times out of the 11 meetings that took place in 2017-18.

## PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on December 18, 2018. 11 individuals attended the hearing. 6 comments were made in support and none were made in opposition to the proposed charter renewal.

## PERFORMANCE AGAINST STANDARDS

For the data informing many of these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes <sup>16</sup>	Details
Supportive Environment		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	2015-16: Met 2016-17: Met 2017-18: Met
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	●	2015-16: Met 2016-17: Met 2017-18: Met
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages <sup>17</sup>	◐	2015-16: Met 2016-17: Met 2017-18: Not Met See Figure 10
Student attendance rate meets or exceeds CSD average	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 11

<sup>16</sup> ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year









<sup>17</sup> To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart.

<b>Standards</b>	<b>Charter Term Outcomes<sup>16</sup></b>	<b>Details</b>
Student attendance rate meets or exceeds Citywide average	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 11
Improved student retention rate over prior year	◐	<b>2015-16: Met</b> <b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 12
Decreased student suspension rate over prior year <sup>18</sup>	●	<b>2015-16: Met</b> <b>2016-17: N/A</b> <b>2017-18: N/A</b> See Figure 27 and Figure 28
<b>Operational Stability</b>		
School meets all DOE deadlines, including annual reporting requirements	◐	<b>2015-16: Not Met</b> The school has missed deadlines for reporting requirements. <b>2016-17: Met</b> <b>2017-18: Met</b>
School has documented teacher evaluation procedures	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School has documented professional development opportunities	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School has a formal process for evaluating progress against charter school goals	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>

<sup>18</sup> To meet this standard in a given year, the school must decrease in both short-term and long-term suspension rates.



Standards	Charter Term Outcomes <sup>16</sup>	Details
Board has developed a succession plan for board and school leadership	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
Board has access to legal counsel	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
Board held the required number of meetings per the charter law	○	<b>2015-16: Not Met</b> The board did not hold required meetings in July 2015, August 2015, September 2015, December 2015, March 2016, May 2016 or June 2016. <b>2016-17: Not Met</b> The board did not hold the required January 2017 meeting. <b>2017-18: Not Met</b> The board did not hold the required April 2018 meeting.
Board meetings consistently meet quorum	○	<b>2015-16: Not Met</b> The board met quorum at 4 out of 5 meetings held in the 2015-16 school year. <b>2016-17: Not Met</b> The board met quorum at 8 out of 11 meetings held in the 2016-17 school year. <b>2017-18: Not Met</b> The board met quorum at 9 out of 11 meetings held in the 2017-18 school year.
<b>Compliance</b>		
School's ELL enrollment meets or exceeds CSD rate	○	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 15

<b>Standards</b>	<b>Charter Term Outcomes<sup>16</sup></b>	<b>Details</b>
School's ELL retention meets or exceeds CSD rate		<b>2015-16: Met</b> <b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 16
School's SWD enrollment meets or exceeds CSD rate		<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 13
School's SWD retention meets or exceeds CSD rate		<b>2015-16: Not Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 14
School's FRPL enrollment meets or exceeds CSD rate		<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 17
School's FRPL retention meets or exceeds CSD rate		<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 18
School has written rules and procedures for student discipline ("discipline policy"), which includes guidelines for suspension and expulsion. The discipline policy must be consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs		<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School has followed all applicable lottery and enrollment laws and regulations		<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable		<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>

<b>Standards</b>	<b>Charter Term Outcomes<sup>16</sup></b>	<b>Details</b>
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1) <sup>19</sup>	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School is in compliance with employee fingerprinting requirements	◐	<b>2015-16: Not Met</b> The school had seven staff members receive fingerprint clearances after their start date. <b>2016-17: Met</b> <b>2017-18: Met</b>
School has an appropriate safety plan	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School has appropriate insurance documentation	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School is in good standing with the Department of Health	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School has submitted its Annual Report to NYSED and posted it online	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	◐	<b>2015-16: Not Met</b> During the 2015-16 school year, board meeting minutes and dates were not posted to the school's website. <b>2016-17: Met</b> <b>2017-18: Met</b>

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<sup>19</sup> Provisions to N.Y. Educ. Law § 2854(3)(a-1) passed in 2015 specify that the total uncertified shall not comprise more than the sum of: (A) thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less; plus (B) five teachers of mathematics, science, computer science, technology, or career and technical education; plus (C) five additional teachers.

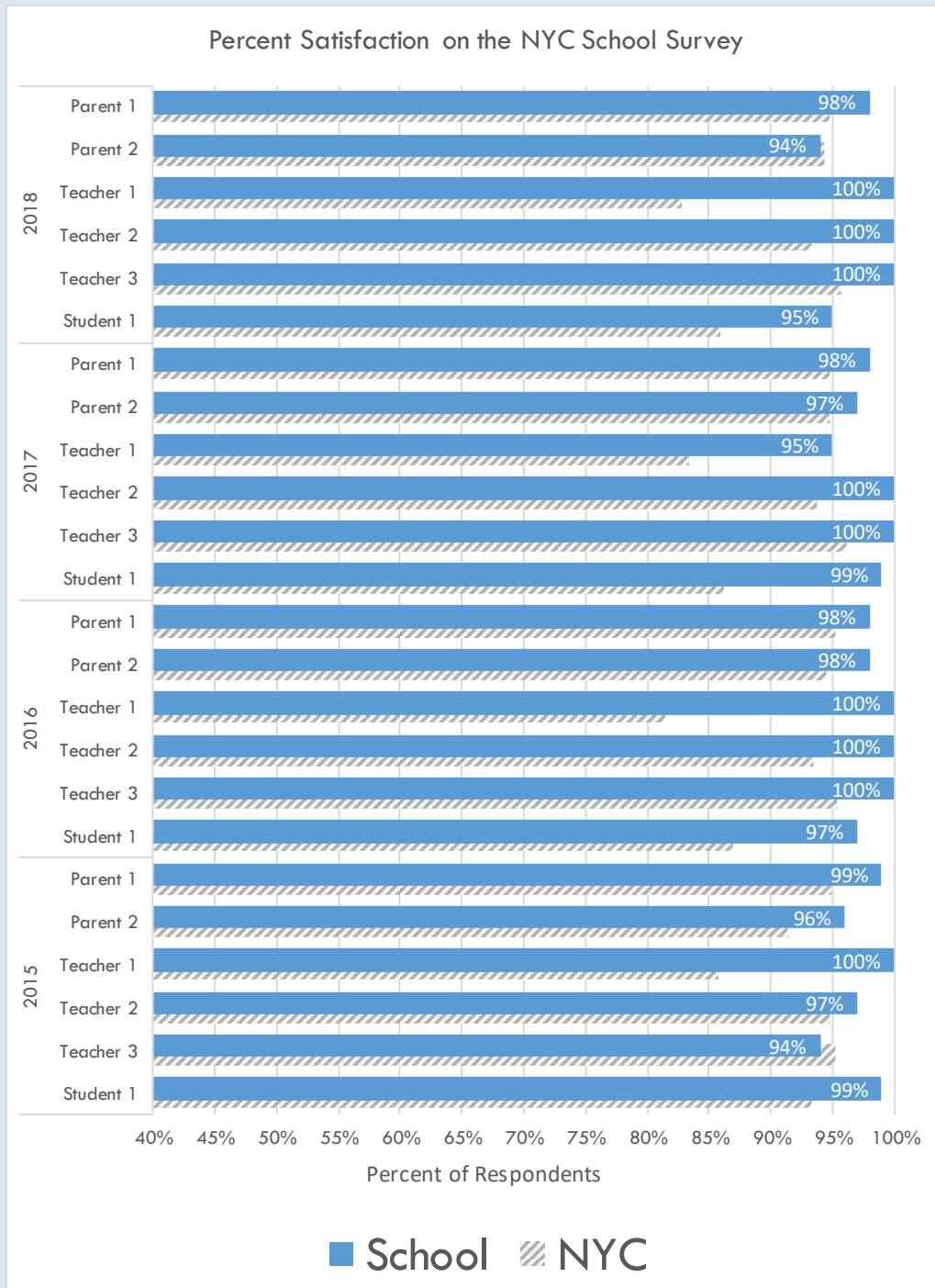


Figure 10

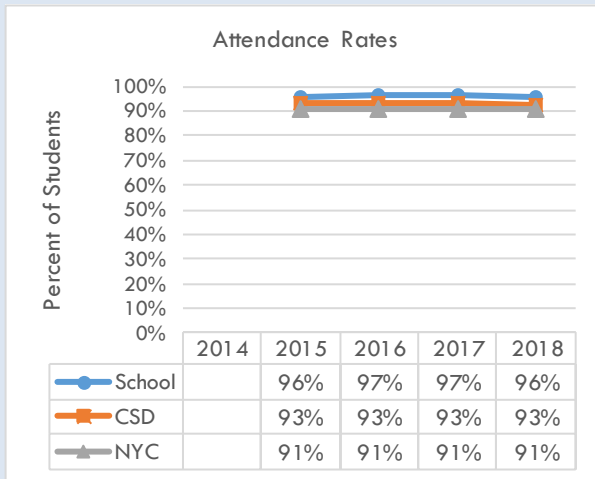


Figure 11

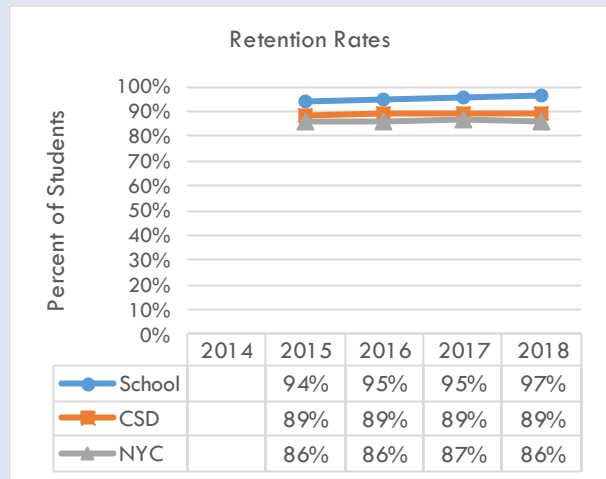


Figure 12

<sup>20</sup> A student is counted towards ELL or SWD enrollment and retention figures if they were identified as a member of either of those populations in ATS at the conclusion of the given school year or at the conclusion of either of the two preceding years. For instance, a student who was identified as an ELL in ATS in 2014 would count toward a school's ELL enrollment and retention figures for both 2015 and 2016, even if that student is no longer classified as an ELL during those school years.

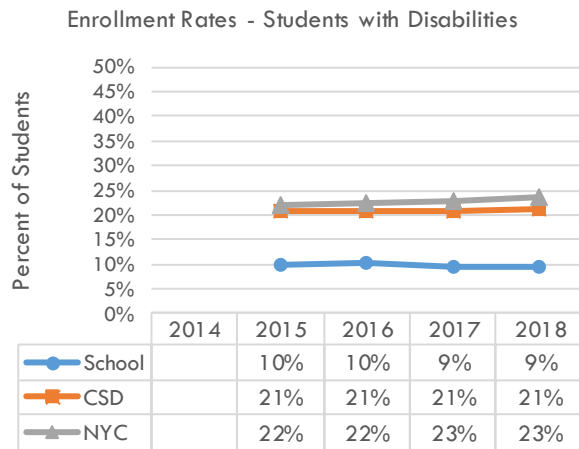


Figure 13

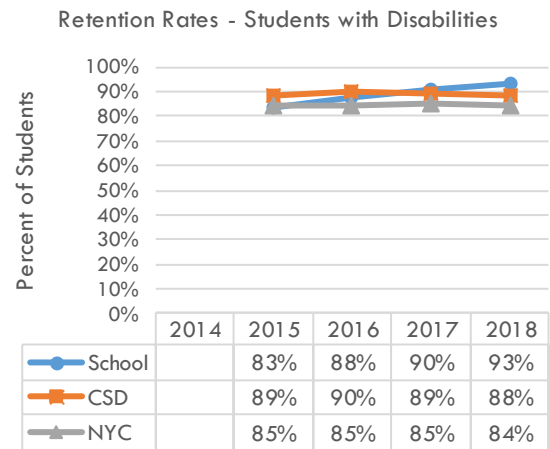


Figure 14

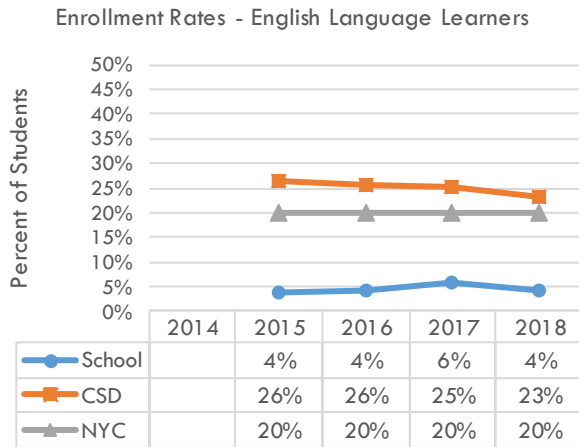


Figure 15

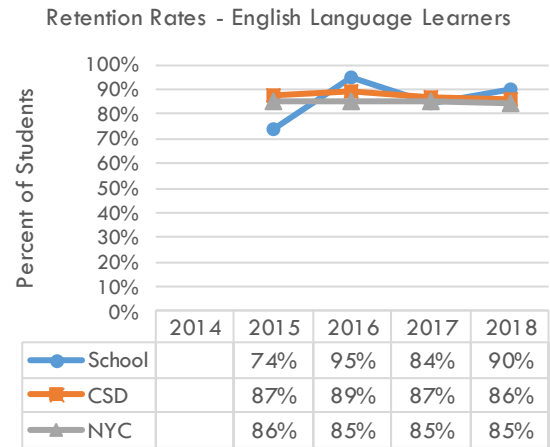


Figure 16

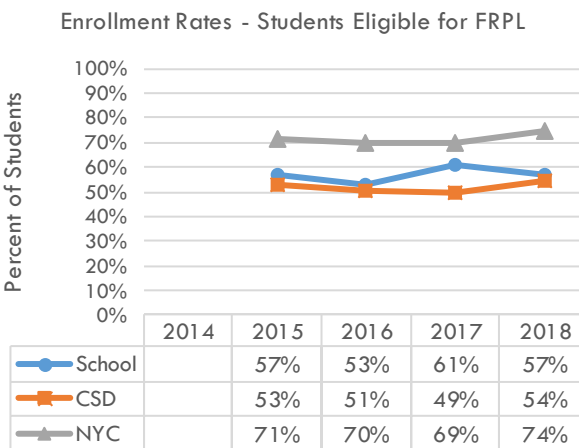


Figure 17

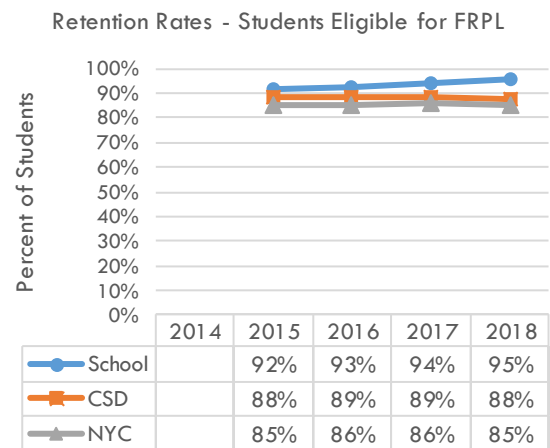


Figure 18

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

At the time of this school's renewal, HCCS has demonstrated financial viability.

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix F. These goals relate to budget, the school audit, and enrollment.

Detail on OSDCP's findings for Essential Question 3 is below.

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#### SCHOOL FINANCES

An independent audit performed for fiscal year 2016 (FY16) showed no material findings.

An independent audit performed for fiscal year 2017 (FY17) showed no material findings.

An independent audit performed for fiscal year 2018 (FY18) showed no material findings.

The school has \$71,039 in escrow, meeting the \$70,000 requirement.

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#### PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes <sup>21</sup>	Details
Short term Financial Viability		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	○	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 19
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	○	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 20
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 21

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<sup>21</sup> ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

<b>Standards</b>	<b>Charter Term Outcomes<sup>21</sup></b>	<b>Details</b>
Debt management – school is meeting all current debt obligations	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
<b>Long term Financial Sustainability<sup>22</sup></b>		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	○	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 22
Aggregated three-year total margin – school operates at a surplus over three-year period	○	<b>2015-16: N/A</b> <b>2016-17: N/A</b> <b>2017-18: Not Met</b> See Figure 22
Debt to assets ratio less than 1.0	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 24
Aggregate assets to liabilities ratio greater than 1.0	●	<b>2015-16: N/A</b> <b>2016-17: N/A</b> <b>2017-18: Met</b> See Figure 25
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 23
Multi-year cash flow – positive cash flow over previous three fiscal years	●	<b>2015-16: N/A</b> <b>2016-17: N/A</b> <b>2017-18: Met</b> See Figure 23

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<sup>22</sup> Aggregate standards require three years of available data within the current charter term to calculate. As such, only outcomes for 2017-2018 are applicable.



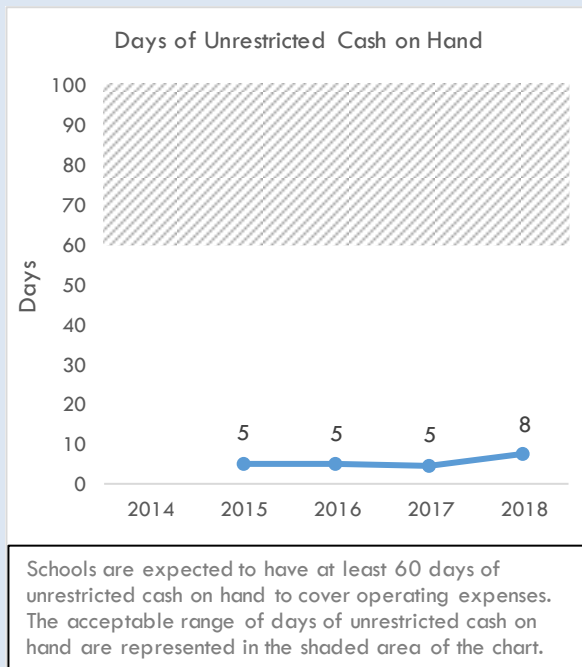


Figure 19

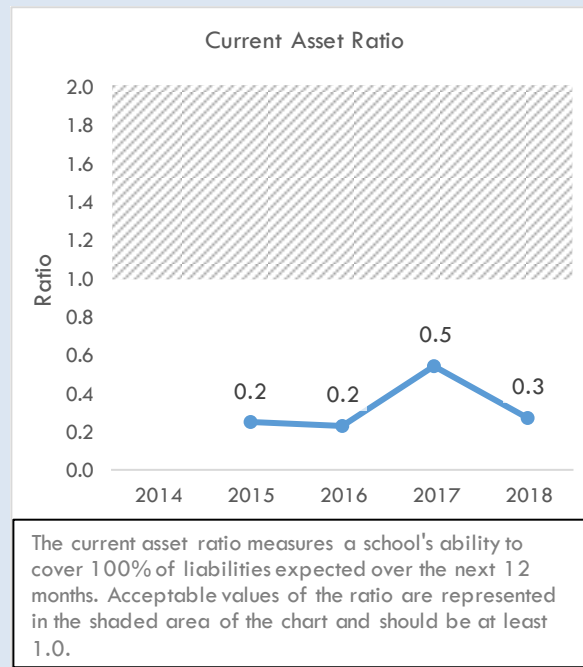


Figure 20

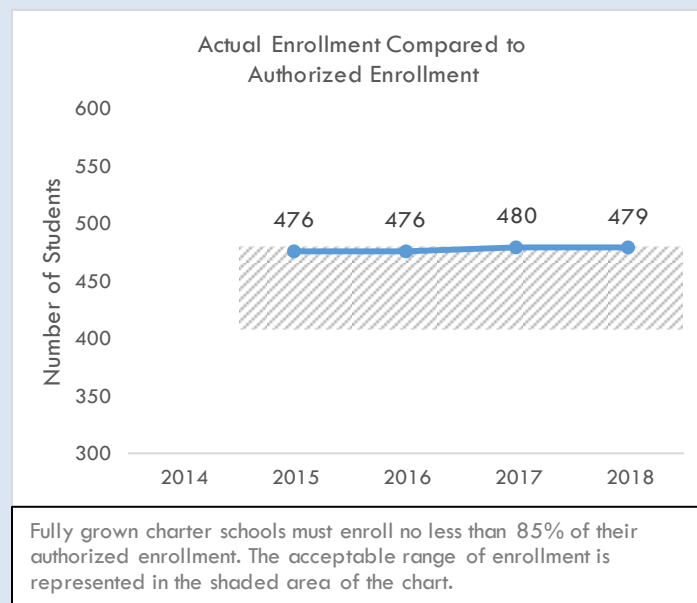


Figure 21

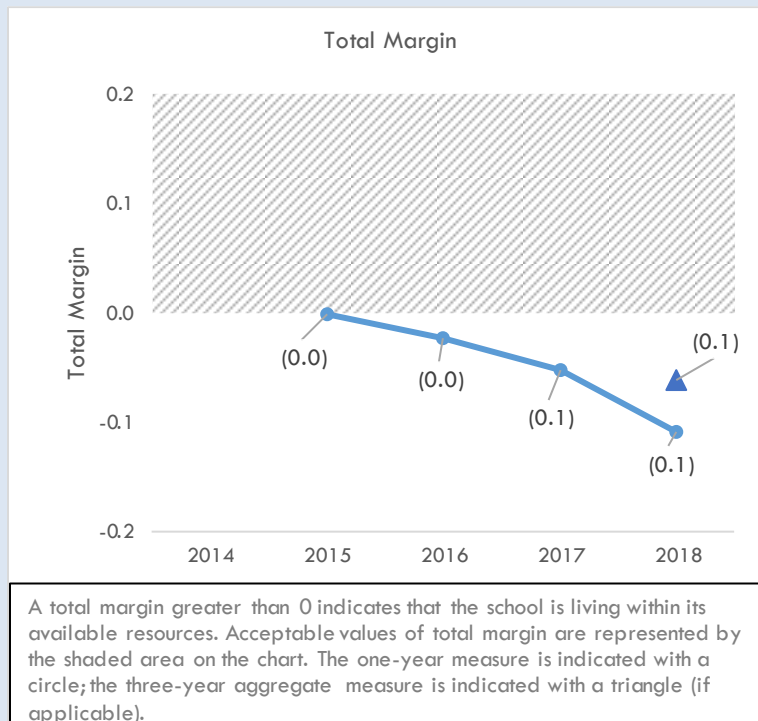


Figure 22

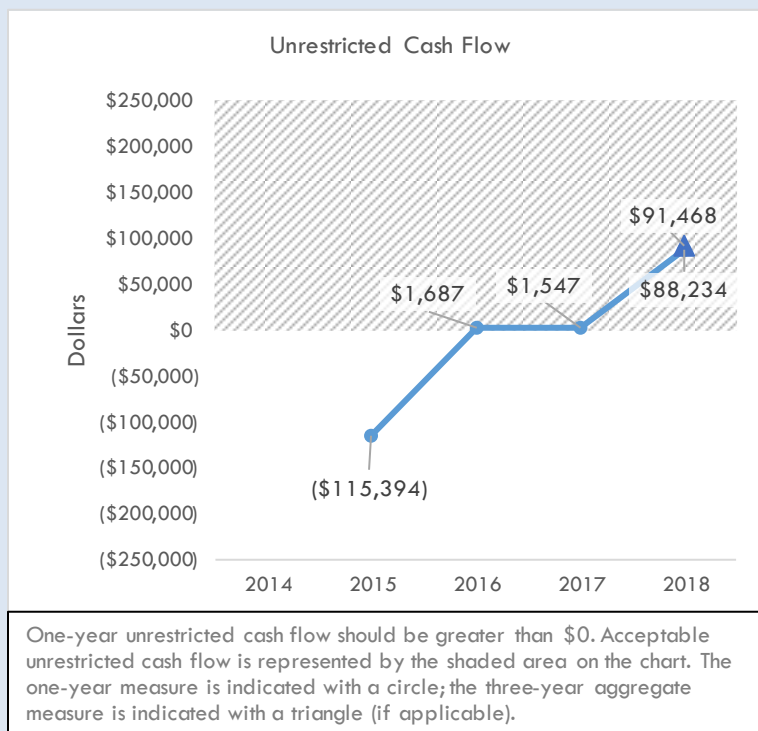
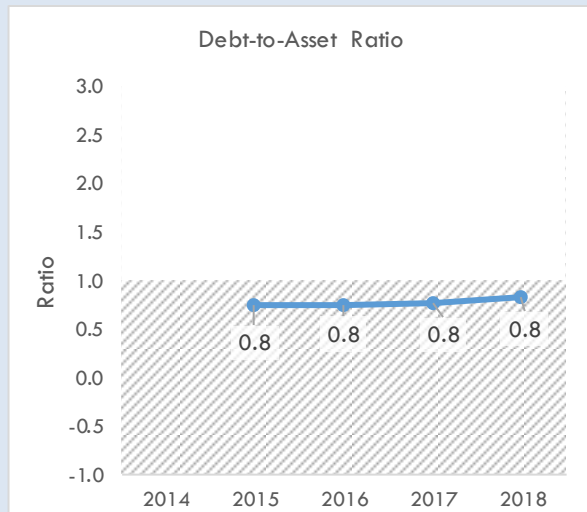
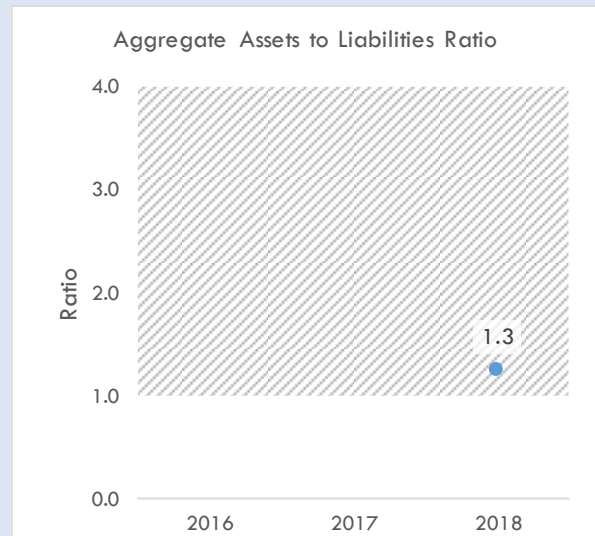


Figure 23



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

Figure 24



The aggregate assets to liabilities is a long-term measure of indebtedness. The acceptable ratio is represented by the shaded area on the chart and should be greater than 1.0.

Figure 25

## APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported and has not been reviewed for accuracy or completeness.

<b>Programming, Admissions, and Lottery</b>	
Number of Instructional Days	181
Pre-Kindergarten Program	Yes
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	No
Sections per Grade	Two
Primary Entry Grade(s)	Kindergarten
Additional Grade(s) for which Student Applications are Accepted	1-8
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2018-2019)	555
Number of Students Accepted via the Lottery (School Year 2018-2019)	14
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	Yes
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No
Children of Employees of the Charter School or CMO	Yes

## CURRENT STUDENT DEMOGRAPHICS\*

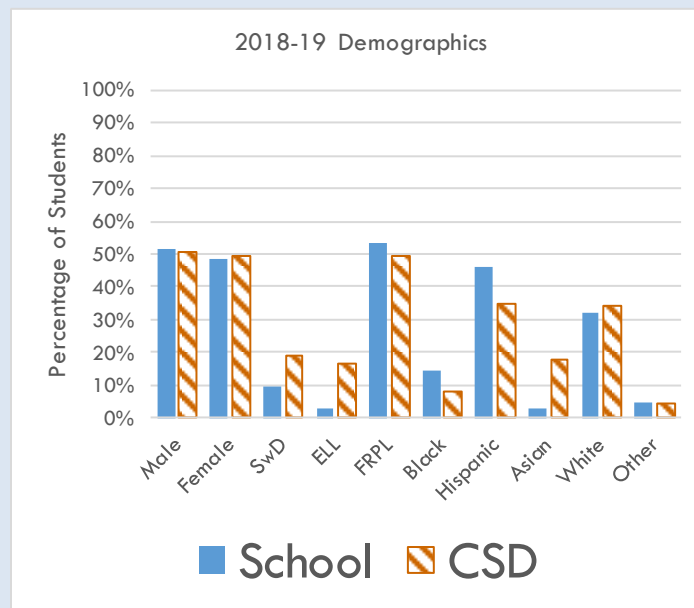


Figure 26

## SUSPENSION AND EXPULSION RATES<sup>xi</sup>

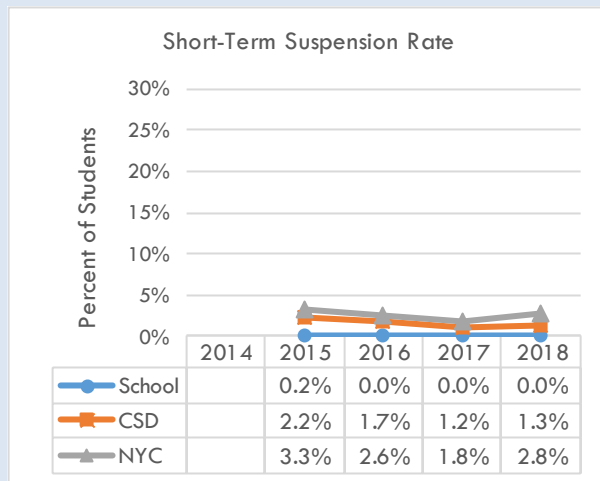


Figure 27

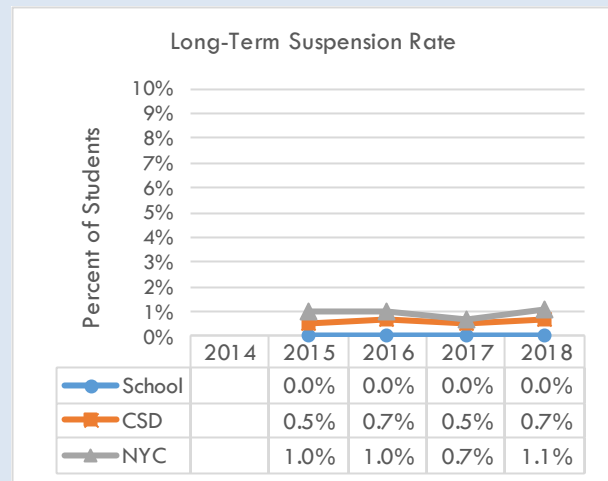


Figure 28

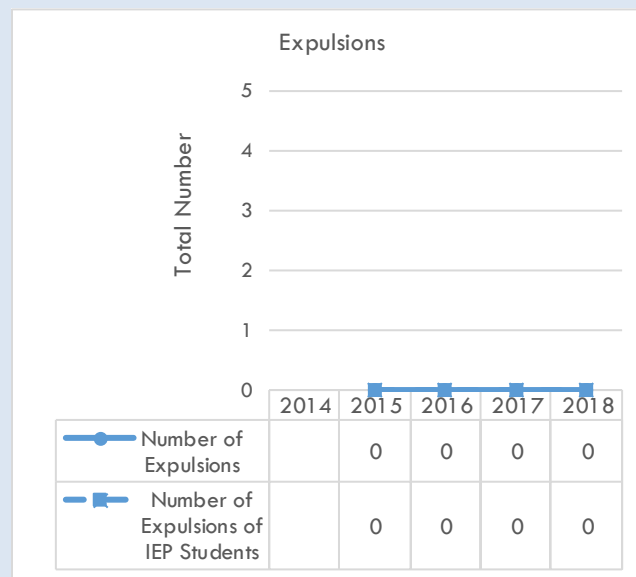


Figure 29

## APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited HCCS on December 18, 2018. The school leadership team identified what CAAT team members would see in classrooms based on the school's key design elements and unique school culture. CAAT provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that CAAT did not have the opportunity to observe that item during the visit.

- Evidence of warm and inviting classrooms; CAAT saw evidence of this.
- Evidence of the workshop model; CAAT saw evidence of this.
- Evidence of student independence; CAAT saw evidence of this.
- Evidence of small group work; CAAT saw evidence of this.
- Evidence of beautiful classroom libraries; CAAT saw evidence of this.
- Evidence of collaboration between instructional staff; CAAT did not observe this.
- Evidence of high academic and behavioral expectations for all students; CAAT saw evidence of this.

## APPENDIX C: ACADEMIC PERFORMANCE<sup>xii</sup>

### GRADE-LEVEL PROFICIENCY IN ELA

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Hellenic Classical Charter School</b>					
Grade 3		62%	73%	67%	91%
Grade 4		65%	60%	67%	67%
Grade 5		37%	62%	56%	75%
Grade 6		38%	47%	54%	60%
Grade 7		54%	43%	69%	56%
Grade 8		32%	69%	67%	71%
<b>DIFFERENCE FROM CSD</b>					
Grade 3		20%	21%	11%	29%
Grade 4		19%	5%	13%	7%
Grade 5		-4%	16%	5%	28%
Grade 6		-6%	1%	9%	0%
Grade 7		11%	-9%	11%	1%
Grade 8		-13%	21%	8%	14%

### GRADE-LEVEL PROFICIENCY IN MATH

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Hellenic Classical Charter School</b>					
Grade 3		81%	82%	86%	96%
Grade 4		77%	46%	71%	72%
Grade 5		59%	79%	73%	73%
Grade 6		66%	68%	83%	79%
Grade 7		62%	50%	57%	63%
Grade 8		51%	76%	33%	63%
<b>DIFFERENCE FROM CSD</b>					
Grade 3		25%	28%	25%	32%
Grade 4		23%	-11%	18%	13%
Grade 5		7%	25%	15%	17%
Grade 6		15%	15%	32%	24%
Grade 7		17%	-3%	4%	8%
Grade 8		32%	57%	11%	33%



ENGLISH/LANGUAGE ARTS

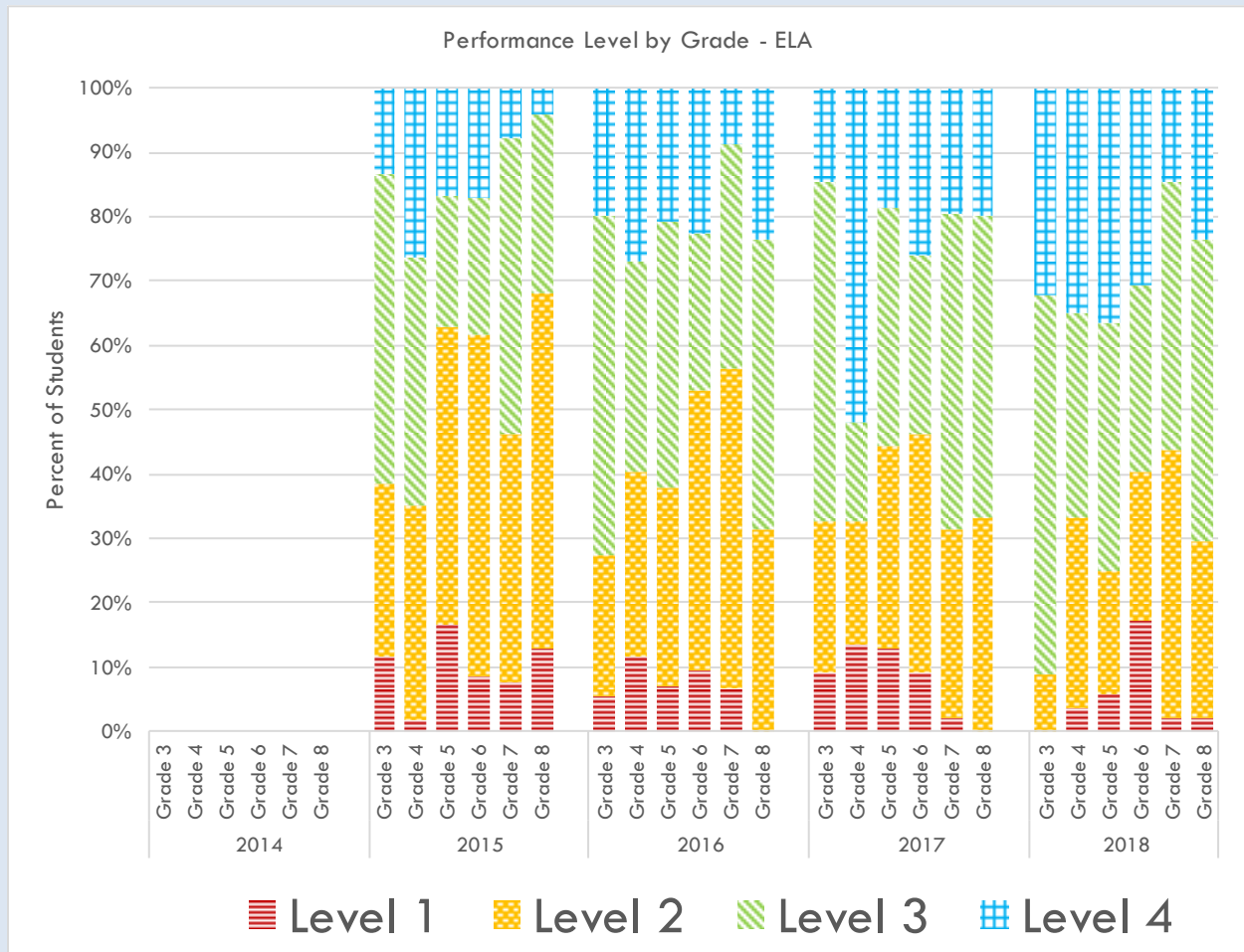


Figure 30

## MATH

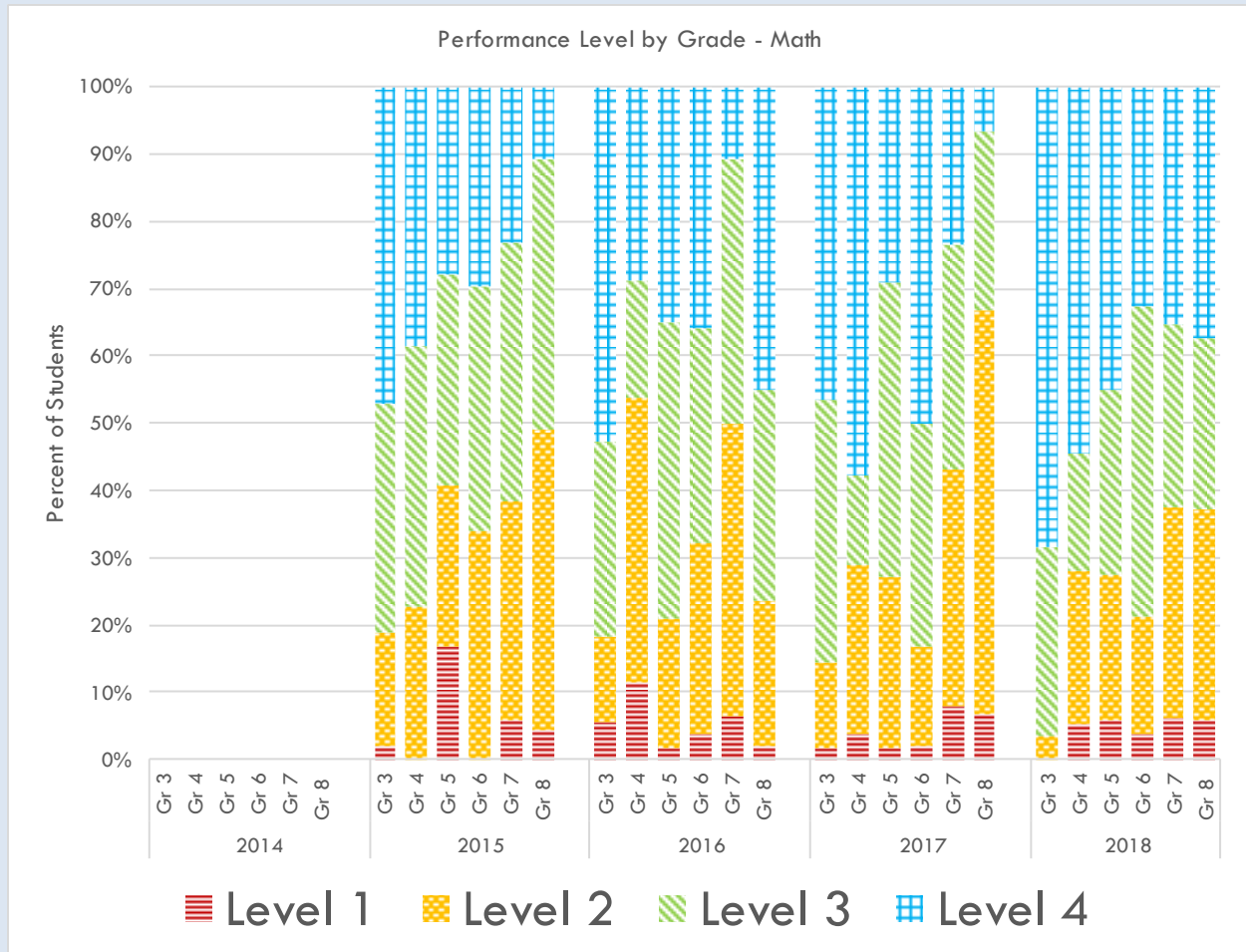


Figure 31

## APPENDIX E: REGENTS PERFORMANCE FOR SPECIAL POPULATIONS

Appendix applicable to charters serving grades 9-12.

## APPENDIX F: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2017-2018 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as a part of a holistic evaluation of the school.

To see the school's full 2017-2018 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	Each year, 75% of kindergarten students who were enrolled at the School on BEDS day will perform at a Level 1 on the rhyme recognition, rhyme generation, syllable clapping, initial consonants, at a Level 2 on the final consonants, blending, segmenting, ABC recognition, writing, spelling, decoding, sight words, and emergent reading strands on the Spring administration of the Fox in a Box early literacy assessment	Fox in a Box assessment was administered to kindergarten students enrolled in the 2017-18 school year.	Met	
Academic Goal 2	Each year, 75% of the 1st grade students who were enrolled on BEDS day for two consecutive years will perform at or above a Level 4 on the spelling, decoding, vocabulary, and reading comprehension strands on the Spring administration of the Fox in a Box early literacy assessment.	Fox in a Box assessment was administered to first grade students enrolled in the 2017-18 school year.	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 3	Each year, 75% of the 2nd grade students who were enrolled on BEDS day for two consecutive years will perform at or above a Level 6 on the spelling, decoding, vocabulary, sight words, reading accuracy and reading comprehension strands on the Spring administration of the Fox in a Box early literacy assessment.	Fox in a Box assessment was administered to second grade students enrolled in the 2017-18 school year.	Met	
Academic Goal 4	Each year, students in Grades 2 through 8 who were enrolled in the school for at least two consecutive BEDS dates will average an NCE of 50 on the ITBS Reading Test.	The Iowa Test of the Basic Skills (ITBS) administered to students in grades 2 through 8 in the Spring of 2017 and 2018.	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 5	Each year, students in Grades 2 through 8 who were enrolled in the school for at least two consecutive BEDS dates will average an NCE of 50 on the ITBS Math Test.	The Iowa Test of the Basic Skills (ITBS) administered to students in grades 2 through 8 in the Spring of 2017 and 2018.	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 6	Each year, grade- level cohorts of students (for Grades 2 and above) will reduce by one-half the gap between their average NCE in the previous Spring administration of the ITBS, a nationally- normed reading test, and NCE of 50 (grade level) in the current Spring. If a grade- level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.	The Iowa Test of Basic Skills (ITBS) administered to students in grades 2 through 8 in the Spring of 2017 and 2018.	Not Met	HCCS partially met this goal by our grade-level cohorts attaining and maintaining an NCE score of 50 or above in the area of reading. However, three grades fell short of reducing by one-half the gap from the previous year's assessment results. Our instructional practices in the area of ELA continues to be enhanced as results from our interim and cumulative assessments data are analyzed. Our approach and focus remains on vocabulary development, small group instruction, reading fluency and instructional shifts required to address current trends in our data. Grade-level cohorts annually make progress towards reducing the gap each year.
Academic Goal 7	Each year, grade- level cohorts of students (for Grades 2 and above) will reduce by one-half the gap between their average NCE in the previous Spring administration of the ITBS, a nationally-normed mathematics test, and NCE of 50 (grade level) in the current Spring. If a grade- level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to	The Iowa Test of Basic Skills (ITBS) administered to students in grades 2 through 8 in the Spring of 2017 and 2018.	Not Met	In the area of math, grade level cohorts all exceeded an average NCE score of 50 or above on the Spring administration of the ITBS. However, three grades did not meet the goal of reducing the gap in the Spring of 2018. Despite overall student growth in math proficiency each year, grade- level cohorts fall short of reaching this part of the goal. HCCS is continuing to make instructional enhancements to address areas

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	show at least an increase in the current year.			<p>or specific standards that may need additional focus. Instructional practices such as the integration of technology along with STEAM to engage students in interactive math programs and math project based learning within the classroom are a focus for administration and instructional leaders. As reflected in our instructional plan for ELA, students are working in small groups that are structured where teachers or academic service providers provide students with explicit teaching of strategies, math academic vocabulary and building student's mathematical fluency to ensure they are meeting individual student needs. Technology has become an integral part of our math instructional program and is used as a vital supplement to student learning. To ensure we are meeting the needs of our learners, interactive math learning through various centers occurs weekly. Professional development has focused on the new concept and strategy of "Number Talks" which helps students deeply engage with numbers and problem solving.</p>



Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 8	<p>Greek Proficiency Goals:</p> <p>Kindergarten: By the end of the school year, students who were enrolled on BEDS day:</p> <ul style="list-style-type: none"> <li>- 75% of the students will be able to recognize all Greek Letters in their print form, as measured by a Greek Letter Recognition and Writing Common Assessment</li> <li>- 75% of the students will be able to communicate verbally as measured by the HCCS Greek Verbal Common Assessment</li> </ul>	The HCCS Greek Assessments in Letter Recognition, Writing and the Verbal Common Assessment administered to students in Kindergarten.	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	<p>First Grade:</p> <p>By the end of the school year, students who were enrolled on BEDS day for at least two consecutive years:</p> <ul style="list-style-type: none"> <li>- 75% of students will be able to write all the Greek alphabet in print, as measured by a Greek Letter Recognition and Writing Common Assessment</li> <li>- 75% of students will perform proficiently in listening, as measured by the HCCS Greek Listening Common Assessment.</li> <li>- 75% of students will perform proficiently in reading, as measured by the HCCS Greek Reading Common Assessment.</li> <li>- 75% of the students will be able to communicate verbally as measured by the HCCS Greek Verbal Common Assessment</li> </ul>	The HCCS Greek Assessments in Letter Recognition, Writing, Listening, Reading and Verbal Common Assessments administered to students in grade 1 for the 2017-2018 school year.	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 10	Second through Seventh Grades: By the end of the school year, students who were enrolled on BEDS day for at least two consecutive years: - 75% of students will perform proficiently in oral, reading, listening and writing skill, as measured by the HCCS Greek Verbal, Reading, Listening, and Writing Common Assessments.	The HCCS Greek Verbal, Reading, Listening and Writing Common Assessments to administered to students in grades 2 through 7 for the 2017-2018 school year.	Met	
Academic Goal 11	Eighth Grade: Each year, 100% of HCCS Grade 8 students who have been recommended by the Greek department to sit for the NYSED High School Regents exam will pass the Greek Regents Exam with an average passing score of at least 75%.	NYSED High School Greek Regents Exam	Not Met	HCCS fell short of this goal for the 2017-2018 school year, despite an increase of students who passed the Greek Regent. 91% of students who participated in the regent passed however, only 73% of students met the score of 75% or higher. HCCS administration continues to revisit the process and course outline for students who are eligible to sit for the Greek regent. In a continuous effort to increase student proficiency in the Greek language, we offer a enrichment program for students beginning grade 5 through grade 8. This program is offered in preparation for the Greek regent and a direct alignment with daily instruction to enhance student proficiency in Greek.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 12	Throughout the charter term, each grade-level cohort of HCCS students will reduce by one- quarter, the gap between the percent at or above Level 3 on the previous year's NYS ELA exam and 75% at or above Level 3 on the current year's NYS ELA exam.	NYSED ELA examination administered to students in grades 3 - 8	Not Met	HCCS continues to make adequate progress in the area of ELA. Grade-level cohorts have reduced the gap by one-quarter, between the percent at or above Level 3 from the previous year's results. HCCS students increased overall by 7%. However, only 70% of our tested population attained a level 3 or higher on the NYS ELA examination. Through data analysis and drill downs of assessment results, instructional reports along with recently received item skills analysis, HCCS will identify and target specific standards that require focus. Goal setting, instructional practices with the focus on clarity of instruction continues to be the lens of professional development. Through small groups instruction explicit instruction is provided based on student need. Conferencing and deliberate work on specific strategies allow for meeting student individual learning goals. Enhancing student vocabulary acquisition is an area of focus, and its instruction will be addressed across all content areas. ELA instructional practices are continuously modified and enhanced to address current trends identified by data provided through formal reading assessments, pre and

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				post writing assignments, on-demands, exit tickets and informal individual and whole class observations.
Academic Goal 13	Throughout the charter term, each grade-level cohort of HCCS students will reduce by one- quarter, the gap between the percent at or above Level 3 on the previous year's NYS Math exam and 75% at or above Level 3 on the current year's NYS Math exam.	NYSED Math examination administered to students in grades 3 - 8	Met	
Academic Goal 14	Each year, the percent of HCCS students performing at or above Level 3 on the NYS ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of CSD 15.	NYSED ELA examination	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 15	Each year, the percent of HCCS students performing at or above Level 3 on the NYS Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of CSD 15.	NYSED Math examination	Met	
Academic Goal 16	Throughout the course of the charter term, HCCS will show progress towards achieving 75% of its 3rd through 8th graders, who have been enrolled at the school at least two consecutive years, performing at or above Level 3 on the NYS ELA exam.	NYSED ELA examination	Met	
Academic Goal 17	Throughout the course of the charter term, HCCS will show progress towards achieving 75% of its 3rd through 8th graders, who have been enrolled at the school at least two consecutive years, performing at or above Level 3 on the NYS Math exam.	NYSED Math examination	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 18	Throughout the course of the charter term, HCCS will show progress towards achieving 75% of its 4th and 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the NYS Science exam.	NYS Science examination administered to students in grade 4 and 8	Met	
Academic Goal 19	Each year, 75% of the Grade 8 students who have taken Algebra I will pass the NYS Algebra I Regent exam with an average passing score of at least 75%	NYS Algebra I Regent administered to students in grade 8	Met	
Academic Goal 20	Each year, 75% of the Grade 8 students who are recommended by the Science department to sit for the NYS Earth Science Regent Exam will pass the Regent Exam with an average passing score of at least 75%	NYS Earth Science Regent administered to students in grade 8	Met	
Academic Goal 21	AYP: Each year, the School will be deemed "In Good Standing" on the NYS Report Card	NYSED School Report Card	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95 percent.	ATS HCCS had an average daily attendance of 96.2.	Met	
Org Goal 2	Each year, 95 percent of all students enrolled on the last day of the school year will return the following school year.	ATS Discharge Report ATS Roster	Met	
Org Goal 3	Each year, 90 percent of all instructional staff employed during the prior school year will return and/or be asked to return the following school year.	NYSED TEACH BEDS Report QuickBooks Accounting & HR	Met	
Org Goal 4	In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of parents that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more parents participate in the survey.	NYC DOE Survey	Met	



Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 5	In each year of the Charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of staff that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more staff participate in the survey.	NYC DOE Survey	Met	
Org Goal 6	In each year of the charter term, students will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of students that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more students participate in the survey. (For grades 6-12 only.)	NYC DOE Survey	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 7	Each year, student enrollment will be within 15% of full enrollment as defined in the HCCS' charter contract. This will be analyzed annually and monitored bi- monthly.	ATS and The NYC DOE Charter School Vendor Portal	Met	
Org Goal 8	Per the 2010 amendment to the Charter Schools Act, HCCS shall demonstrate good faith efforts to attract, retain and meet or exceed enrollment and retention targets as prescribed by the Board of Regents, through the State Education Department, of students with disabilities, English language learners, and students who are eligible for the free-and reduced- price lunch program	HCCS is a lottery school with limited space in grades 1-8. HCCS provides a greater opportunity to ELL students having an ELL lottery preference in its policy. HCCS continues to target English Language Learners by advertising in Spanish as well as English in the local newspapers of Park Slope, Brooklyn. During the application and lottery period for school year 2017-2018, HCCS tracked their wait list for English Language Learners and for Special Education students. HCCS registered 5 new students with IEP's with a total of 42 SWD and 4 new	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
		English Language Learner students with a total of 18 ELL's; HCCS's team remain members of the NYC Special Education and English Language Learner Collaborative. Teachers receive extensive training in best practices such as Orton Gillingham and Wilson Reading Systems; HCCS continues to be a Title 1 school with 59% Free and reduced student population; The HCCS website translates more than 44 languages and has a public facebook school page; HCCS works collaboratively with The Committee of Special Education (CSE); HCCS conducts three open house sessions each year during the months of December, February and March and announce that they welcome students with special needs and directs		

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
		them to the special education coordinator; HCCS has multi lingual staff who are present at the open house sessions to assist with the translations as needed regarding but not limited to information about the school. Including information on how to apply to the school, and contact information for the school for stakeholders to reach out to with further questions that are accessible to all parents.		
Org Goal 9	Each year, HCCS will comply with all applicable laws, rules, regulations, and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, The New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Approved Board of Regents Charter; NYS accountability system; Applicable Law, rules and regulations; NY Charter Schools Act; NY Freedom Information Law; NY Open Meetings Law; Federal Individuals with Disabilities Education Act; Family Educational Rights and Privacy Act.	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 10	Each year, the HCCS Principal will achieve ratings of Proficient or Distinguished, and an average percentile score of 85% or higher, using the VAL-ED leadership evaluation system, developed at Vanderbilt University.	Val-ED Leadership Evaluation Program HCCS's Principal's overall total effectiveness score is 4.91. The performance level is Distinguished and the percentile rank is 99%.	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, the school will operate on a balanced budget (revenues equal or exceed expenditures) and maintain a stable cash flow	External Audit by Loeb and Troper Independent Audit Firm.	Not Met	<p>In an effort to reduce our losses, the Board has recently approved certain cost cutting measures and is implementing new fundraising goals for FY19 and beyond as follows:</p> <ul style="list-style-type: none"> <li>a. Eliminate the annual teacher incentive bonus (\$95k), however we will keep the employee longevity bonus.</li> <li>b. Freeze the discretionary 3% employer 401K match (\$85k).</li> <li>c. Require employees participating in our health benefit plans to contribute towards their monthly premium by 7% (approx.\$115k)</li> <li>d. Freeze the 3% salary increase.</li> <li>e. Increase the Board and PTA fundraising effort (approx. \$75-100k)</li> </ul> <p>In addition, the School has requested an increase in our enrollment with our renewal to add an additional 18 students. If approved, this is expected to generate an additional \$275k in per pupil funding.</p>

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 2	Each year, HCCS will undergo an independent financial audit that will result in an unqualified opinion and no major findings. (The NYCDOE will determine a finding to be "major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.)	External Audit	Met	

## APPENDIX G: RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities, English Language Learners, and students who are eligible for FRPL.

As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

The school has submitted the following text in support of this requirement. The school submission is missing the following required elements:

- Discussion of future plans

### SCHOOL-PROVIDED EFFORTS

#### RECRUITMENT EFFORTS

##### ECONOMICALLY DISADVANTAGED

HCCS is a Title 1 school - 59% FRPL. HCCS continues to extend their outreach by visiting feeder schools and Pre-K's. The school's alumni volunteer and works with faculty and administration to disseminate outreach materials such as the school's brochure, applications, calendar and contact information. In addition, HCCS continues to advertise in local newspapers. This marketing initiative helped us target and recruit students eligible for FRPL, ELL's and SWD. HCCS holds 3 open houses during the months of December, February and March and have multi lingual staff who are present at the open house sessions to assist with translations as needed regarding but not limited to information about the school, information on how to apply to the school, and contact information for the school for stakeholders to reach out to with further questions that are accessible to all parents.

##### ENGLISH LANGUAGE LEARNERS

HCCS has a lottery preference for ELL applicants and tracks their wait list for ELL's. HCCS identified and registered 4 new ELL students. The HCCS team will continue their efforts to further increase their ELL population. HCCS visits feeder schools and disseminate outreach materials to prospective families.

HCCS continues to advertise in local newspapers in English and in Spanish. This initiative has brought in non-English speaking families to HCCS. HCCS's website has the ability to translate the school's information into over 44 languages and has multi lingual staff who are present at all open house sessions to assist with translations as needed regarding but not limited to information about the school, information on how to apply to the school, and contact information for the school for stakeholders to reach out to with further questions that are accessible to all parents.

##### STUDENTS WITH DISABILITIES



HCCS is a lottery school with limited space in all grades. During the application and lottery period for school year 2017-2018, HCCS tracked their wait list for English Language Learners and for Students with Disabilities. In doing so, HCCS was successful at registering 5 new students with IEP's and added 2 currently enrolled students with new IEP's. HCCS ended the 17-18 school year with 42 Special Education students.

HCCS continues to extend their outreach by visiting feeder schools and Pre-K's. The school's alumni volunteer and works with faculty and administration to disseminate outreach materials such as the school's brochure, applications, calendar and contact information. In addition, HCCS continues to advertise in local newspapers. This marketing initiative helped us target and recruit students eligible for FRPL, ELL's and SWD. HCCS holds 3 open houses during the months of December, February and March and have multi lingual staff who are present at the open house sessions to assist with translations as needed regarding but not limited to information about the school, information on how to apply to the school, and contact information for the school for stakeholders to reach out to with further questions that are accessible to all parents. Also, during the open house HCCS announces that they welcome students with special needs and directs them to the special education coordinator who is present at the open houses.

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## RETENTION EFFORTS

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### ECONOMICALLY DISADVANTAGED

HCCS creates positive family relationships through their many celebrations throughout the year. HCCS has an open door policy where all families feel comfortable to come in and discuss anything they need with their child's teacher and or the administration. HCCS holds parent and student orientations.

Through NYC SCHOOL FOOD SERVICES, HCCS offers free meals and snacks. HCCS has a free after school program for their middle school students and free tutoring for struggling students. HCCS offers free tutoring (Kaplan) for specialized high school exams.

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### ENGLISH LANGUAGE LEARNERS

HCCS's team continues to be a strong team of certified Special Education and ELL teachers who receive extensive and comprehensive professional development and training to meet the needs of their special education and ELL population. HCCS continues to be members of the NYC Special Education and English Language Learner Collaborative. Teachers receive training in best practices and programs such as Orton Gilligam and Wilson Reading Systems. HCCS continues to have strong and effective partnerships with their ELL and Special Education families. The team communicates with all families throughout the school year to ensure student academic achievement. HCCS teachers collaborate weekly during common planning times to develop curriculum for all learners in the classroom

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### STUDENTS WITH DISABILITIES

HCCS works collaboratively with the Committee of Special Education (CSE) to inform and educate parents about the services, settings and special program features available at the school. HCCS has developed a strong team of certified Special Education and ELL teachers who receive extensive and comprehensive professional development and training to meet the needs of their special education and ELL population. HCCS continues to be members of the NYC Special Education and English Language Learner Collaborative. In addition HCCS's teachers receive training in programs such as Orton Gillingham and Wilson Reading Systems. HCCS continues to have strong and effective partnerships with their ELL and Special Education families. The team communicates with all families throughout the school year to ensure student academic

achievement. HCCS teachers collaborate weekly during common planning times to develop curriculum for all learners in the classroom. HCCS offers teachers academic and behavioral support. Preventive planning of disciplinary practices, high quality staff training and continued professional development. HCCS has student, family orientations and many family events. HCCS has an overall welcoming family oriented culture that creates a positive environment to ensure effective learning and growth.

## APPENDIX H: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at [https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook\\_2018-19\\_final-docx.pdf?sfvrsn=b721debd\\_8](https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8).

## SOURCES

<sup>i</sup> Number of students actively enrolled on October 31, 2018 as recorded in ATS.

<sup>ii</sup> State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

<sup>iii</sup> State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

<sup>iv</sup> State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

<sup>v</sup> Calculations based on data reported by the school in its renewal data collection form.

<sup>vi</sup> Data from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>. The six selected survey questions are:

- Parent 1 – “How satisfied are you with the education your child has received this year?”
- Parent 2 – “The principal promotes family and community involvement in the school.”
- Teacher 1 – “I would recommend my school to parents seeking a place for their child.”
- Teacher 2 – “Teachers work closely with families to meet students’ needs.”
- Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”
- Student 1 – “It’s clear what I need to do to get a good grade.”

<sup>vii</sup> Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31<sup>st</sup> of the prior year who are still at the school on October 31<sup>st</sup> of the evaluated year. Subgroup enrollment data comes from the demographic data available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview> or an October 31<sup>st</sup> ATS pull for the evaluated year.

<sup>viii</sup> Annual school audit

<sup>ix</sup> Annual school audit

<sup>x</sup> Number of students actively enrolled on October 31, 2018 as recorded in ATS.

<sup>xi</sup> School-reported suspension and expulsion data. City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Rates are calculated as number of events divided by total population.

<sup>xii</sup> State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.

<sup>xiii</sup> State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.

# Accessibility Report

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