
and serves students in K - Grade 8.

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 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 Assessment

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Element

Indicators

2. Behavior Management and Safety

a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.

b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.

c. The school appears safe and all school constituents are able to articulate how



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

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,

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 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

<u>Element</u>	<u>Indicators</u>
1. Board Oversight and Governance	<p>a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.</p> <p>f. The board engages in ongoing professional development.</p> <p>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.</p> <p>h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>

Summative Evidence for Benchmark 6:

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

1. Element:

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

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2. Element:

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 HCCCS

- 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 enees process. School I

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

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.

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

40

ESEA Accountability Designation
(2023-2024):

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

Local Support and Improvement

Charter School Information

School District of Location:

NYC CSD 15

BoR Charter School Office Information

Region 3 (n) 3.5 (ioi) 3.3 n (c) 1.4 / MCID 5 B

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:

2024 NYSED Charter School Information Dashboard

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

	Dif	ELA						Math					Science					
		Charters	NYS	Dif	District	NYS	Dif	Charters	NYS	Dif	District	NYS	Dif	Charters	NYS	Dif	District	
	40%	+28	94%	81%	+13	75%	+19		2016-2017	63%	54%	+9	40%	+23	68%	53%	+15	
	45%	+30	86%	83%	+3	77%	+9		2017-2018	70%	52%	+18	45%	+25	75%	56%	+19	
	65%	+12	89%	90%	-1	83%	+7	All Students	2018-2019	67%	58%	+9	46%	+33	66%	57%	+9	
	65%	+12	89%	90%	-1	83%	+7		2021-2022	61%	59%	+2	47%	+33	47%	47%	+14	
	11%	22%	-11	11%	0	44%	24%	+20	14%	+30	89%	60%	+29	53%	+36		2016-2017	
	40%	29%	+11	17%	+23	44%	28%	+16	18%	+26	71%	67%	+4	57%	+14		2017-2018	
	45%	+14	70%	69%	+1	45%	+3		2021-2022	33%	28%	+5	16%	+16	40%	35%	+5	
	+21	+36										+3	+18					
	-7	-19%	+6						2016-2017	9%	19%	-10	12%	-3	25%	22%	+3	
18	21%	30%	-9	25%	-4	50%	40%	+10	29%	+21	80%	69%	+11	59%	+21		2017-20	
19	25%	32%	-7	25%	0	69%	40%	+29	31%	+38						ELL	2018-20	
22	59%	34%	+25	29%	+30	71%	35%	+36	25%	46	57%	67%	-10	50%	+7		2021-20	
23	33%	39%	-6	30%	+3	75%	47%	+28	36%	39							2022-20	
17	61%	36%	+25	30%	+31	63%	38%	+25	29%	+34	93%	71%	+22	68%	+25		2016-20	
18	66%	41%	+25	36%	+30	70%	47%	+23	34%	+36	83%	75%	+8	70%	+13		2017-20	
	70%	+14	69%	+26					2021-2022	67%	49%	+18	67%	+19	28%	+28	69%	
	52%	+36	40%	+31					2022-2023	61%	47%	+14	48%	+23	40%	+37	69%	

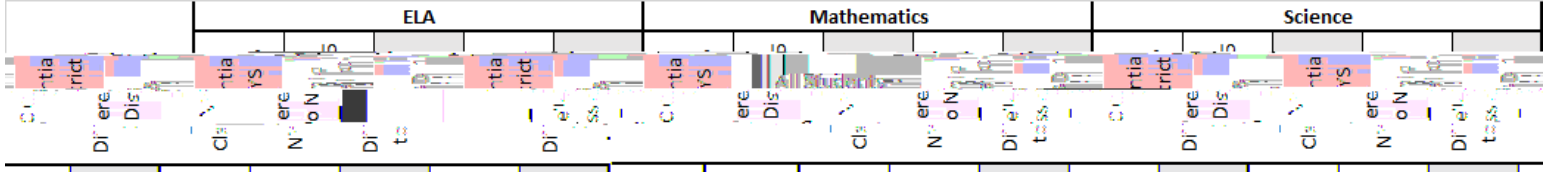
*See NOTES (1), (2), (3), (6), and (7).

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



*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:

English LaesT.w 11.04./e.8 (ddl)56(h L)-4.9ddlsssp -8sa -LI Sscof3-1.3 (i)-8ci

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

*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

Year	All Students					ED				Subject
	Number of Students	Passing Score	Percentage	Change	Number of Students	Passing Score	Percentage	Change		
2019-2020	13	100%	100%	0	5	100%	100%	0	Physical Setting / Earth Science	
2020-2021	14	100%	81%	+1	5	100%	100%	0		
2021-2022	15	100%	87%	+1	5	100%	100%	0	Physical Setting / Earth Science	
2022-2023	16	100%	88%	+1	5	100%	100%	0		
2023-2024	21	100%	95%	+5	10	100%	100%	0	Physical Setting / Earth Science	
2018-2019	27	89%	92%	-3	13	92%	79%	+13		
2019-2020	24	100%	100%	0	10	100%	100%	0	Physical Setting / Earth Science	

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

2024 NYSED Charter School Information Dashboard

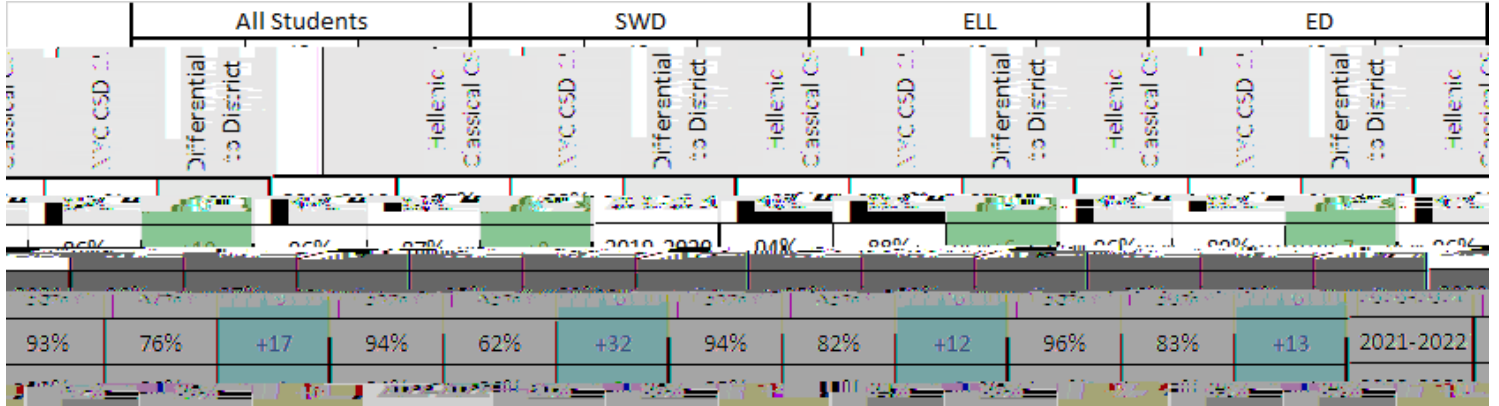


2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups



*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

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

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

ASSETS

Current Assets

-	1,343,522	1,494,343	1,668,934	1,005,711
-	172,582	1,271,474	1,780,690	2,826,573
-	23,356	114,709	58,348	157,789
-	205,980	4,574	627,761	627,761
-	1,745,440	2,885,100	4,135,733	4,617,834
-	10,493,655	10,168,016	9,916,565	9,712,992
-	71,040	121,040	175,000	200,000
-	-	126,500	126,500	138,500
-	-	-	-	89,118,311
-	10,564,695	10,415,556	10,218,065	99,169,803
-	12,310,135	13,300,656	14,353,798	103,787,637
-	118,862	314,750	547,842	539,231
-	907,602	1,278,108	1,426,668	1,754,797
-	-	-	-	-
-	-	-	-	-
-	7,329,105	167,992	893,258	422,762
-	8,355,569	1,760,850	2,867,768	2,716,790
-	870,742	188,651	227,029	-
-	1,480,484	1,425,888	146,388	90,566,684
-	2,351,226	1,614,539	373,417	90,566,684
-	10,706,795	3,375,389	3,241,185	93,283,474
-	1,439,031	9,774,843	11,112,613	10,504,163
-	164,309	150,424	-	-
-	1,603,340	9,925,267	11,112,613	10,504,163
Total Net Assets	1,603,340	9,925,267	11,112,613	10,504,163
Total Liabilities and Net Assets	12,310,135	13,300,656	14,353,798	103,787,637

Chartered Enrollment

Actual Enrollment

Total Net Assets

Total Liabilities and Net Assets

-	8,035,691	10,960,921	12,966,665	14,780,360
-	292,520	-	-	-
-	-	596,405	1,243,087	1,719,218
-	34,284	949,418	1,132,030	1,181,739
-	478,733	48,833	147,077	103,501
-	-	132,097	440,862	704,699
-	8,841,228	12,687,674	15,929,721	18,489,517
-	6,396,390	9,431,346	10,675,077	11,817,630
-	717,965	1,179,961	3,085,337	4,177,188
-	-	-	-	-
-	7,114,355	10,611,307	13,760,414	15,994,818
-	1,695,406	2,377,261	2,908,931	3,298,805
-	34,008	48,690	56,433	79,409
-	1,729,414	2,425,951	2,965,364	3,378,214
-	8,843,769	13,037,258	16,725,778	19,373,032
-	(2,541)	(349,584)	(796,057)	(883,515)
-	2	-	-	-
-	129,851	10,127	230,890	275,065
-	-	-	-	-
-	19,929	8,762,586	1,752,513	-
-	149,782	8,772,713	1,983,403	275,065
-	147,241	8,423,129	1,187,346	(608,450)
-	1,456,099	(101,202)	9,925,267	11,112,613
-	1,603,340	8,321,927	11,112,613	10,504,163

-	17,753	25,529	32,181	38,281
-	301	17,651	4,007	569
Total Revenue	18,054	43,180	36,188	38,850
Expenses - Per Pupil	-	-	-	-
Program Services	-	14,286	21,351	27,799
Management and General, Fundraising	-	3,473	4,881	5,991
Total Expenses	-	17,759	26,232	33,789
% of Program Services	0.0%	80.4%	81.4%	82.3%
% of Management and Other	0.0%	19.6%	18.6%	17.7%
% of Revenue Exceeding Expenses	0.0%	1.7%	64.6%	7.1%

FINANCIAL COMPOSITE SCORE

Composite Score	-	0.86	2.27	2.18	1.28
BENCHMARK and FINDING:	-	Needs MonM77 ()			
Needs Monitoring: -1.0 -0.9	-				
-	-	(6,610,129)	1,124,250	1,267,965	1,901,044
-	-	0.2	1.6	1.4	1.7
-	-	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard
-	-	0.9	0.3	0.2	0.9
-	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard
-	-	55.4	41.8	36.4	18.9
-	-	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
-	-	0.0	0.4	0.1	(0.0)
-	-	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard

