



New York State Education Department

2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2015 Charter School Performance Framework

Hellenic Classical Charter School – Staten Island

Renewal Site Visit Date: November 2, 2023
Date of Final Draft Site Visit Report: April 22, 2024
Date of Final Site Visit Report: April 30, 2024

[Charter School Office](#)
89 Washington Avenue
Albany, New York 12234
CharterSchools@nysed.gov
518-474-1762

Table of Contents

SCHOOL DESCRIPTION	3
METHODOLOGY	4
BENCHMARK ANALYSIS	6
SUMMARY OF FINDINGS.....	8
BENCHMARK 1: STUDENT PERFORMANCE.....	9
BENCHMARK 2: TEACHING AND LEARNING.....	10
BENCHMARK 3: CULTURE, CLIMATE, AND FAMILY ENGAGEMENT	15
BENCHMARK 4: FINANCIAL CONDITION.....	18
BENCHMARK 5: FINANCIAL MANAGEMENT.....	20
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE	21
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	23
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	26
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION	27
BENCHMARK 10: LEGAL COMPLIANCE	29
 ATTACHMENT 1: 2024 NYSED CHARTER SCHOOL INFORMATION DASHBOARD	
 ATTACHMENT 2: 2023 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD	

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Hellenic Classical Charter School – Staten Island
Board Chair	Charles Capetanakis
District of Location	New York City (NYC) Community School District (CSD) 31
Initial Commencement of Instruction	Fall 2019
Charter Term	Initial Charter Term: September 4, 2019 - June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	K - Grade 5 / 450 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 8 / 675 students
Comprehensive Management Service Provider	None
Facilities	1641 Richmond Ave, Staten Island, NY 10314 - Private Space
Mission Statement	<i>The Hellenic Classical Charter School - Staten Island - (“HCCS-SI”) will provide a diverse student body with a rigorous education in a dynamic environment. Using a standards-based curriculum, enriched with the Greek and Latin languages, and the classics woven throughout, students will engage in dialogue using the Socratic method to become critical thinkers. Students will become college and career ready and well-prepared to succeed and contribute to the global community as responsible citizens.</i>
Key Design Elements	<ul style="list-style-type: none"> • A rigorous classical education that is rich in challenging content • Supplementing instruction with classical study of the Greek and Latin languages as well as history, art, and other cultural and classical studies • Preparing students for long-term academic success
Requested Revisions (Revisions are not approved unless approved by the Board of Regents.)	Increase its grade span to include Grades 6 through 8 to its current kindergarten through Grade 5 configuration; and to make a corresponding increase to its authorized enrollment from 450 students to 675 students.

Innovative and Noteworthy Programs: Hellenic Classical Charter School - Staten Island (HCCS-SI) has exceeded both its district of location (NYC CSD 31) and NYS in proficiency rates for the 2023 NYSTP 3-8 assessments for both testing years of its first (current) charter term. The school provides the rigorous classical education model that blends the Paideia Model for instruction with the classical study of the Greek and Latin languages.

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

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	K - Grade 1	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5
Total Approved Enrollment	150	225	300	375	450

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

	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029
Grade Configuration	K - Grade 6	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	525	600	675	675	675

METHODOLOGY

Purpose of the Renewal Report

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

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

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

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

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 - Staten Island on November 2, 2023. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership teams, and teachers.

The team conducted fourteen classroom observations in K - Grade 5. The observations were approximately 20 minutes in length and conducted jointly with the dean of instruction K-4 and the dean of mathematics and instruction. 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, if applicable. The CSO also reviewed the 2023 NYC School Surveys.

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

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

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

**New York State Education Department
2015 Charter School Performance Framework Rating³**

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

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

Summary of Findings

- Hellenic Classical Charter School - Staten Island is in year five of operation and serves students in K - Grade 5. During its first charter term, the school has met nine benchmarks and is approaching one. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** While HCCS-SI is in its first charter term, it draws upon the success of Hellenic Classical Charter School by sharing its school leadership (superintendent, chief of operations and some deans), board of trustees, and curricular resources. The school has exceeded both the district of location (NYC CSD 31) and NYS for both ELA and math state assessments during both testing years (2021-2022 and 2022-2023). Classrooms were consistently observed as rigorous, orderly, and engaging. All key design elements were observed in practice.
- **Summary of Challenges:** HCCS-SI is currently enrolled at 87 percent of its maximum authorized enrollment. The school leadership reported that this is largely due to the school not securing its current facility until the spring of 2019 and opening that September. Instead of opening with the three classes that had been approved, HCCS-SI opened with two classes per grade (current Grades 4 and 5). Beginning in its second year, the school recruited and successfully enrolled three classes per grade, increasing the school's enrollment over time.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Meets

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

Summative Evidence for Benchmark 1:

For all students, the proficiency rate on the 2023 NYSTP 3-8 Assessments in ELA exceeded the district of location (DOL), NYC CSD 31, by +11 percentage points and NYS by +21. For math, HCCS-SI outperformed the DOL by +19 percentage points and NYS by +24.

The school has been awarded the ESEA Accountability designation of “Local Support and Improvement” for the 2021-2022 and 2022-2023 school years.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to the NYSL.b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.e. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a balanced system of formative, diagnostic and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School:

- ELA Programs: The foundation of the school's ELA instruction is the workshop model. This approach is supplemented with a variety of curricula and curricular resources, including *Wilson Foundations*, *Teachers College Phonics Program*, *Worldly Wise*, *Words Their Way*, *Sadlier Phonics*, and *Teachers College Reading and Writing Project*.
- Math Programs: The school's math curriculum is derived from *Into Math* (Houghton-Mifflin Harcourt) and supplemented with *Number Talks* and *IXL*.
- Science: The school utilizes *Science Dimensions* (HMH) and *Project Lead the Way* for its science curriculum.
- Social Studies: The school has developed its own curriculum based on the *NYS Social Studies Framework*. The Paideia Model is implemented into each course, not exclusive to Social Studies, twice a month.
- Supplemental / intervention programs include *Reading Rescue* through a partnership with CUNY. The school employs two, full-time AIS teachers who design interventions to supplement classroom instruction.
- Social-Emotional Learning: The school's counselors create the curriculum utilizing resources from *ScholarCentric* and *Competent Kids Caring Classrooms*.
- Greek: Greek is taught daily for 45 minutes beginning in kindergarten. This curriculum is created by the school.

Academic Program for Students with Disabilities and English language learner(s) (ELL):

- The school employs a dean of special education and four full-time learning specialists.
- The school employs two, full-time ENL teachers, including one founding teacher to provide push-in and pull-out instruction for ELL students.

Summative Evidence for Benchmark 2:

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

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

- **Indicator a:** HCCS-SI's curriculum is aligned to the NYS Next Generation Learning Standards and modeled after Hellenic Classical Charter School. In the CSO leadership focus group, school leaders spoke of the workshop model and socratic seminars (Paideia Model) being utilized across subject areas with the goal of preparing students for long-term academic success. The CSO team members observed in 14 classrooms, accompanied by one of the academic deans. Observations were evaluated in accordance with the Site Visit Classroom Observation Worksheet, as per the CSO Renewal Site Visit Protocol.

Curricular materials are housed on Google Docs and accessible to teachers at both HCCS-SI and the Hellenic Classical Charter School. During the HCCS-SI teacher focus group, teachers reported that these shared drives enable their ability to increase the lessons' rigor year over year.

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

- **Indicator b:** During the CSO on-site teacher focus group, teachers reported that they submit their weekly lesson plans to their dean. The plans are reviewed by the deans to ensure rigor, which was

observed through all on-site classroom observations. Teachers reported that their weekly meeting structures (i.e., a 1:1 planning meeting with their dean and alternating grade level / grade band meetings) were beneficial to their practice. Two of the three key design elements (a rigorous education that is rich in challenging content and preparing students for long-term academic success) were consistently referenced by the deans during on-site classroom observations. Each classroom observation had a clear, age-appropriate objective posted that aligned with the provided lesson plan. All observed classrooms were clean, bright, and orderly. In all observed classrooms, students demonstrated awareness of expectations and were fully engaged and participating.

- **Indicator c:** Lesson plans and curricular maps are shared electronically with all teachers and reviewed weekly by the deans to ensure horizontal and vertical alignment. On the 2023 NYC School Teacher Survey, 97 percent of teachers agreed that “teachers design instructional programs together” and 93 percent of teachers stated that “teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.”

Grade-band meetings began this academic year (2023-2024), which brings together teachers of different grade levels twice a month. In the CSO focus group, teachers reported that this was beneficial to designing individualized student supports and enhancing rigor in their lessons.

- **Indicator d:** Differentiated instruction was observed consistently through classroom observations. Lesson plans detailed differentiated supports, including small group planning and variations in instructional materials. In one fifth grade classroom observation, all students had individualized goals posted on their desks for their core subjects (ELA, math, and Science). The school employs two, full-time AIS teachers who provide additional academic support to students who have not yet achieved their grade level benchmarks.
- **Indicator e:** According to participants in the leadership focus group, HCCS-SI reviews and modifies its curriculum based on weekly lesson plan review; data from interim assessments and exit tickets; and teacher observations.

2. Element: ***Instruction:***

- **Indicator a:** The school staff has a common understanding of high-quality instruction, which is aligned to the school’s key design elements. While accompanying the CSO team on classroom observations, the school’s deans consistently reported that instructional practices have been designed to be rigorous and prepare the students for long-term academic success. One unique instructional element is the use of Paideia (Socratic seminar) in all grade levels across subject areas. Beginning in kindergarten, the school leadership reported that students learn how to structure and conduct these conversations independently of the teacher. In one classroom, the CSO team observed a fifth grade Paideia where student groups independently discussed a shared text with minimal input from the teacher.

The 2023 NYC School Teacher Survey asked HCCS-SI teachers if the “principal/school leader...makes clear to the staff their expectations for meeting instructional goals,” and the teachers unanimously agreed, with 77 percent indicating “strongly agree.”

- **Indicator b:** In all classroom observations, students were fully engaged in their course material. The school leadership, through the CSO focus group and renewal application, credits the workshop model, which is used across all core-subject areas as fostering engagement.

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

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

The *Fox in the Box* interim diagnostic assessment is administered twice a year K - Grade 3 while the *Fountas and Pinnell Benchmark Assessment System* and *NWEA MAP* are given three times a year for all grade levels. The school leadership stressed during the CSO focus group that each child knows what their goal is and what they are working towards. The students' goals for core subjects (ELA, math, and science) were posted on each individual fifth grade desk, for example.

- **Indicator b:** In the CSO focus group, teachers reported reviewing student data with their deans and teaching colleagues on a weekly basis through their meeting protocols. The *PerformancePLUS* data warehouse system is utilized by the staff to collect, analyze, and interpret student data.

The 2023 NYC School Teacher Survey asked HCCS-SI teachers if the school leadership “carefully tracks student academic progress,” and there was unanimous agreement, with 74 percent noting they “strongly agree.”

- **Indicator c:** The school leadership reported that data is analyzed on an ongoing basis through weekly teacher meetings, at faculty conferences, and one-on-one meetings. Data is shared with students who use the data to monitor and reach targeted goals. Families receive the data via report cards and progress reports to support at home. The data is also shared with the school's board after each assessment cycle.

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

- **Indicator a:** The dean of special education coordinates supports for all the school's diverse learners. HCCS-SI employs two full-time AIS teachers, two full-time ENL teachers, and four learning specialists. The school also operates the *Reading Rescue* program for Grade 1 students below benchmark. In the CSO focus groups, the school leaders stressed that supports are provided for all students, not just those with IEPs.

The CSO team observed service providers working with students in their classrooms (e.g., SETTS during a 5th grade lesson) and pull-out instruction (e.g., ENL program for first graders and a Grade 3 AIS writing pull-out group).

- **Indicator b:** Classroom teachers meet bi-weekly with the school's service providers. This standing meeting, led by deans and the principal, is designed to ensure alignment between classroom instruction and other instructional supports. In the CSO special populations focus group, teachers reported that the shared drives allow them to align their lessons with classroom instruction on an ongoing basis. Observed classrooms had examples of teaching assistants, SETTS teachers pushing in, and pull-out ENL instruction. Feedback provided by the CSE indicates that Hellenic has very strong relationships with its families and is consistently responsive to their inquiries. The school

is also extremely supportive and collaborative with the CSE, and the representatives communicate with each other frequently. The school has strong knowledge of specially designed instruction. They also implement an AIS program and have a social worker and a reading specialist on staff to provide interventions to at-risk students.

Benchmark 3: Culture, Climate, and Family Engagement

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"> a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"> a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students’ strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"> a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.

Summative Evidence for Benchmark 3:

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

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

- **Indicator a:** HCCS-SI provided their Discipline Policy and Code of Conduct as part of this renewal visit. These documents are also provided to parents and staff in their handbooks and via the school's website. In the renewal application, HCCS-SI reported implementing a School-Wide Positive Behavioral Interventions and Supports (SW-PBIS) model that takes a tiered approach to addressing student behavioral needs.
- **Indicator b:** The school appears safe, and all school constituents are able to articulate how the school community maintains a safe environment. All observed classrooms were orderly and free from disruption. At the daily morning meeting, the principal reminds students to take risks and welcome errors as learning experiences. The school leadership reports that this is important to provide "students with a sense of belonging to a safe and respectful learning environment."

Beyond emotional safety, the school has an observably strong physical safety presence with gates around the facility, more than 100 cameras, and on-site security personnel.

- **Indicator c:** The school has a number of policies (e.g., DEIF policy – diversity, equity, inclusion, and *filotimo*⁴ and Dignity for All Students Act) and programs (e.g., SW-PBIS, *ScholarCentric*, *Mood Meter*, and restorative circles) that ensure the school is free of harassment and discrimination.

The CSO team observed a Grade 4 SEL lesson led by the dean of guidance where students were supported in resolving interpersonal issues in a timely manner. These SEL lessons are held weekly, and the classroom teacher observes in order to reinforce the lessons during their instructional time.

- **Indicator d:** Classroom environments were consistently observed as being generally free from disruption. The school leadership attributes this, at least in part, to the workshop model, which they say maximizes student participation.

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

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

On the 2023 NYC School Teacher Survey, 100 percent of teachers agreed that "staff regularly communicate(s) with families about how they can help students learn."

- **Indicator b:** The school leadership and teachers emphasized during the CSO focus groups that there should never be surprises for parents regarding their child's academic performance. Report cards and progress reports are both issued three times a year. Teachers also make individual phone calls to families before end-of-the-year promotion letters are issued to preview the letters.

⁴ *Filotimo* is a Greek word that describes values such as honor, justice, etc.

- **Indicator c:** The school reported using the NYC School Survey for Families to assess family satisfaction. The 2023 NYC School Survey affirmed the school’s effectiveness at engaging parents as partners; for all questions regarding outreach to parents, 97 percent of the families responded favorably. Family feedback is also collected through the monthly PTA meetings, arrival and dismissal, and through other school events.
- **Indicator d:** The school has a board approved grievance policy. No complaints were made to NYSED over the charter term. When asked about this, the school leadership team emphasized that the leadership team prioritizes a response to the family concerns within 24 – 48 hours and works to resolve as soon as possible.
- **Indicator e:** School leaders share school-level academic data at monthly PTA meetings. For parents that cannot attend, this information is sent through the meeting minutes and the school website following each meeting.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** The school utilizes *ScholarCentric* and *Competent Kids Caring Classrooms* for their social emotional learning programs. Each classroom has a *Mood Meter*, where students identify how they are feeling daily. The mood meter was seen posted in each classroom and referenced during multiple classroom observations. The youth development coordinator (Grades 1 – 3) and dean of student support (K and Grades 4 – 5) teach an SEL lesson to each class each week. Our on-site team observed one fourth grade lesson where students referred to the mood meter and worked through interpersonal conflict during this scheduled time.
- **Indicator b:** Social-emotional data is collected each day through the mood meter as well as periodic assessments for both *ScholarCentric* and *Competent Kids Caring Classrooms*. *ScholarCentric*, for example, has an *Intellispark* assessment that measures each student’s relationship with the school.
- **Indicator c:** As detailed above, HCCS-SI employs a variety of SEL data collection methods, which are used to support SEL health and track progress over time.

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

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Hellenic Classical Charter Schools' 2022-2023 composite score is 1.28.

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

<i>Year</i>	<i>Composite Score</i>
2018-2019	-
2019-2020	.86
2020-2021	2.27
2021-2022	2.18
2022-2023	1.28

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

Benchmark 5: Financial Management

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

Finding: Meets

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

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

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

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

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

Element

Indicators

1. *Board Oversight and Governance*

- a. The board recruits and selects board members with skills and expertise that meet the needs of the school.
- b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy.
- c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.
- d. The board regularly updates school policies.
- e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.
- f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

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

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

- **Indicator a:** HCCS - SI shares its board with Hellenic Classical Charter School. During the CSO on-site visit, the team met with eight trustees in-person and virtually. Six of the ten current board members are in their sixth term, indicative of the board’s stability. There was no board turnover this charter term.

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

- **Indicator b:** The board created and implemented a five-year strategic plan beginning in 2021. The board reports that this plan guides the work of board committees and oversight of the schools’ academics and operations. The board conducts an annual retreat designed to reflect the mission and key design elements of the school where the trustees participate in a Paideia seminar and monitor the performance metrics of strategic priorities.
- **Indicator c:** The board reports that it maintains effective oversight through monthly meetings with the school leadership and its committee structure. The school leadership prepares detailed

reports for the board each month, which include student assessment data, enrollment reports, special education services, and the school's finances. The board reported the value in these detailed reports and the school leaders reported the value of having such an active board.

- **Indicator d:** In the renewal application, the board reports that it relies on the expertise of the school leadership to identify policies that need to be updated. While handbooks are updated on an annual basis, policies are updated as needed. The school's legal team conducts a review before presenting it to the board for feedback and ultimate adoption.
- **Indicator e:** The board conducts an annual assessment of board performance, which includes individual self-assessments, evaluation of each trustee by the board chairman, and a self-evaluation of the board's overall performance. The board leads an annual assessment of the school's leadership, including the superintendent. The annual evaluation for the principal follows the Vanderbilt Assessment of Leadership in Education framework.
- **Indicator f:** The board demonstrates full awareness of its legal obligations to the school and stakeholders. In the renewal application and CSO on-site focus group, the board demonstrated a strong commitment to the mission and vision of the school.

Benchmark 7: Organizational Capacity

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

Finding: Meets

<i>Element</i>	<i>Indicators</i>
<p>1. <i>School Leadership</i></p>	<p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
<p>2. <i>Professional Climate</i></p>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
<p>3. <i>Contractual Relationships</i> □N/A</p>	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

Summative Evidence for Benchmark 7:

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

1. Element: **School Leadership:**

- **Indicator a:** HCCS-SI's executive leadership team, referred to internally as the cabinet, meets weekly and includes the superintendent, chief of operations, and principals for both HCCS-SI and Hellenic Classical Charter School. The HCCS-SI executive leadership team were all founding members of Hellenic Classical Charter School in 2005. The instructional leadership team includes the school's cabinet and deans of academics, deans of special education, ELL coordinator, and the school's counselor. In the 2023 NYC School Survey, 97 percent of parents reported feeling "respected and supported by school leadership and are treated as partners in educating their children."
- **Indicator b:** Roles and responsibilities are clearly defined on the organizational chart and this clarity was reinforced during the CSO focus groups. Teachers meet weekly with their deans, for example who have distinct functions – the dean of instruction, dean of special education, and dean of mathematics and instruction. One teacher in the CSO focus group shared that the deans have experience with all students in the building, which enables them to identify beneficial supports.
- **Indicator c:** The staff of HCCS-SI meets regularly to ensure effective communication across the school. In the CSO focus groups, the teachers reported the value of meeting with their grade teams and grade bands on a regular basis. The deans that accompanied the CSO team for the on-site observations knew what would be observed, how the lesson connected to the school's key design elements, and provided insight on the planning process that was not evident from the plans alone.

In the renewal application, the school reports that it sends two-to-three times per week emails to families to keep them abreast of the happenings at the school. Texts, backpack notices, and PTA meetings are also utilized to ensure effective communication on an ongoing basis.

- **Indicator d:** The school reports it successfully recruits, hires, and retains key personnel. Most of the staff that the CSO met while on-site had been at the school since its founding, and in many instances, first worked at Hellenic Classical Charter School.

In the renewal application, the school reports that if a staff member is deemed ineffective, the leadership team will hold a meeting to provide support. If the issues persist, the employee's contract may not be renewed, or mid-year termination would be considered.

2. Element: **Professional Climate:**

- **Indicator a:** School leaders reported that they prioritize developing their teachers to grow into new roles over time. Teaching assistants, for example, are supported in gaining their certification to become a certified teacher. Many of the staff the CSO met during the focus groups had been in other roles at Hellenic Classical Charter School and grew into leadership roles when the Staten Island school opened, including the principal, dean of guidance, and one of the AIS teachers.

- **Indicator b:** In the teacher focus group, teachers reported meeting weekly with the school’s deans. Bi-weekly, teachers meet with their grade bands (K - Grade 2 or Grades 3 - 5) to ensure vertical alignment as well. The teachers credited this meeting structure with enabling consistent collaboration.
- **Indicator c:** The school prioritizes the hire of certified teachers whenever possible. They also support teaching assistants looking to become certified teachers and try to hire internally, when possible. The school’s principal, for example, was a founding teacher at Hellenic Classical Charter School.

HCCS-SI utilizes the capacity of Hellenic Classical Charter School to develop their teachers; Hellenic Classical teachers observe classrooms at both schools, for example. There is a week of professional development each August led by the deans to help teachers grow their practice.

- **Indicator d:** Deans provide weekly lesson plan feedback and support. The school also has a partnership with Teacher’s College, which enables staff developers to conduct three-week observation cycles with the grade teams. Teachers participate in bi-annual formal observations grounded in the Danielson Framework.

The 2023 NYC School Teacher Survey asked if the school leadership “provides teachers with formative feedback to improve practice,” and 71 percent strongly agreed.

- **Indicator e:** Teachers meet weekly 1:1 with their deans. In the CSO focus group, deans stressed that teachers are empowered to make instructional decisions during their lesson planning process.

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

- **Indicator a:** n/a
- **Indicator b:** n/a
- **Indicator c:** HCCS has a partnership with the Greek government through the Greek Consulate General. The school receives reading material in Greek for the students and literature and maps on Greece and information about festivities and events. The leadership described the partnership as important to maintain the connection to the Hellenic heritage at the school. The school reviews the relationship with the Greek government yearly.

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none">a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

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

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

- **Indicator a:** The school stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter. These elements were referred to consistently by the school leadership, board, and during classroom observations.
- **Indicator b:** The key design elements were visible throughout the CSO visit and referenced consistently by school leadership.
 - **A rigorous classical education that is rich in challenging content:** Each day at HCCS-SI begins with a morning meeting where students participate in the pledge of allegiance, school pledge, Greek national anthem, and American national anthem. All students participate in a Paideia (Socratic seminar) twice a month for each class, including non-core subjects. The renewal team observed a Grade 5 Paideia, which is led and monitored by students. The school leadership reported that there are grade specific expectations for Paideia that become more sophisticated as the students get older.
 - **Supplementing instruction with classical study of the Greek and Latin languages as well as history, art, and other cultural and classical studies:** Beginning in kindergarten, all students receive 45 minutes of daily Greek instruction. The school employs four Greek teachers. Through a strong partnership with the Greek Ministry of Education, students also learn Greek dance, celebrate Greek holidays, and participate in an annual, virtual trip to Greece. All students, K - Grade 5 take annual Greek Proficiency Assessments to track their progress. The CSO team observed a vibrant display of student artwork centered on “Oxi Day,” which is a national holiday in Greece.
 - **Preparing students for long-term academic success:** The school leadership reports that their rigorous, classical education prepares their students for long-term academic success. The investment of students in their goal setting process is one way the school attempts to build habits for long-term academic success.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

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

Summative Evidence for Benchmark 9:

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

1. Element: **Targets are met:**

- **Indicator a:** The school’s current, 2022-2023, overall enrollment at 87 percent is above the minimum of 85 percent and satisfies the school’s contractual obligation. The school’s overall and ED student retention rates exceeds that of the DOL by +1 and +2 percentage points, respectively.

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

- **Indicator a:** HCCS-SI has not met its subgroup enrollment targets and is below the DOL for all three subgroups. The school is -7 percentage points below for SWDs, -9 for ELLs, and -18 for ED students.
- **Indicator b:** HCCS-SI has lottery preferences to attract ELL and SWD. The school reports that it also translates enrollment materials and highlights the ELL and special education services offered.

The full list of enrollment strategies to attract these subgroups was listed in the renewal application and is quoted here:

- A lottery preference for ELL and SWD.
 - Pre-K is offered as a means 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 daycares and churches.
 - HCCS-SI continues to advertise in popular local newspapers and specifically targets ED students, ELLs, and SWDs.
 - A large sign advertises HCCS-SI within the Staten Island Mall.
 - Hosting the community through two open house events each month; during these sessions, leaders welcome ELL students and students with special needs, and direct families to the ELL team 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-SI website.
 - HCCS-SI 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 reports that the school’s leadership cabinet is responsible for assessing enrollment patterns. The school’s mission is to educate a diverse student body, which the leadership emphasizes includes these subgroup targets.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none"> a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

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

1. Element: **Legal Compliance:**

- **Indicator a:** HCCS-SI has maintained a record of substantial compliance with applicable laws. There have been no compliance concerns or complaints over the charter term. The school credits the strong family communication and engagement for resolving all issues in a timely manner. The school’s chief of operations was the first hire in 2004 and is responsible for ensuring the school is compliant with all reporting, safety, facilities, fundraising, etc. During the focus group with the leadership team, the school indicated that it works with local teachers’ colleges to recruit student teachers and ensures its teaching staff is certified in compliance with the state regulations. The school also helps uncertified teachers to their pathway to certification. Documents submitted by the school indicates the school is compliance with the statutory requirements for teaching certification and fingerprinting for all teachers/staff at the school.
- **Indicator b:** HCCS-SI has not been asked to undertake corrective action over this charter term.
- **Indicator c:** HCCS-SI has not sought any significant revision during the course of the current term, however, at the time of the renewal application, the school is seeking to expand its grade levels and enrollment.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection

HELLENIC CLASSICAL CHARTER SCHOOL - STATEN ISLAND

BEDS Code

353100861175

2022-2023 Enrollment

325

ESEA Accountability Designation (2023-2024):

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

Charter School Information

School District of Location:	NYC CSD 31
Total Public School Enrollment of Resident Students attending Charter Schools:	5%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-5
Address:	1641 RICHMOND AVE, STATEN ISLAND, NY, 10314
Website:	www.hccs-nys.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - STATEN ISLAND
Regent:	Christine D. Cea
Active Date:	7/1/2019
Authorizer:	REGENTS
CEO:	MS. CHRISTINA TETTONIS
CEO Phone:	718-499-0957
CEO Email:	ctettonis@hccs-nys.org
BOT President:	MR. CHARLES CAPETANAKIS
BOT President Phone:	917-282-6106
BOT President Email:	cc@dhclegal.com
Institution ID:	80000090834

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

BoR Charter School Office Information

Regional Liaison:	Paolo Giovine
Performance Framework:	2015
Current Term:	07/01/19 - 06/30/24
2019-2020	Check-in
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

Benchmark Rating

Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

CSO Survey Results

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

HELLENIC CLASSICAL CHARTER SCHOOL - STATEN ISLAND

Hellenic Classical CS - Staten Island		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential	
Elementary	+/- 5	Arthur S May School	+38	+29	.	.
		Barclay ES	+26	+14	.	.
		Belmont ES	+36	+32	.	.
		Bicycle Path Kindergarten-Pre K Center	+71	+61	.	.
		Buchanan-Verplanck ES	+35	+23	.	.
		Calcium Primary School	+43	+19	.	.
		Cayuga Heights ES	+50	+26	.	.
		Central Valley ES	+38	+25	.	.
		Children's Workshop School (The)	+25	+21	.	.
		Circleville ES	+33	+34	.	.
		Clayton Avenue ES	+29	+11	.	.
		Coxsackie ES	+46	+40	.	.
		Deruyter ES	+42	+21	.	.
		E J Russell ES	+36	+28	.	.
		East Coldenham ES	+50	+32	.	.
		Elbridge ES	+29	+16	.	.
		Emma C Chase School	+36	+26	.	.
		Fred W Hill School	+37	+30	.	.
		Fredonia ES	+30	+27	.	.
		George D Ryder ES	+71	+61	.	.
		Ginther ES	+71	+61	.	.
		Greater Plains ES	+26	+17	.	.
		Groton ES	+20	+10	.	.
		Herman L Bradt ES	+71	+61	.	.
		Highview School	+26	+18	.	.
		J V Forrestal ES	+15	+17	.	.
		Mount Markham ES	+35	+20	.	.
		New Scotland ES	+30	+25	.	.
		North Park ES	+25	+25	.	.
		Northwood ES	+43	+29	.	.
		PS 175 Lynn Gross Discovery School (The)	+14	+1	.	.
		PS 185 Walter Kassenbrock	0	-10	.	.
		PS 33 Chelsea Prep	+7	+1	.	.
		PS 38 Pacific (The)	+9	+3	.	.
		PS 56 Lewis H Latimer	+39	+32	.	.
		PS 770 New American Academy	+22	+27	.	.
		PS 8 Shirlee Solomon	-14	-23	.	.
		Palmyra-Macedon Primary School	+71	+61	.	.
		Plaza ES	+15	+10	.	.
		Ridge ES	+27	+27	.	.
		Riverside ES	+36	+31	.	.
Rockwell ES	+71	+61	.	.		
Roessleville School	+44	+22	.	.		
Round Hill ES	+41	+33	.	.		
Seneca Street School	+36	+36	.	.		
Success Academy CS-Cobble Hill	-13	-30	.	.		
Tremont ES	+36	+35	.	.		
Valleyview ES	+32	+22	.	.		
Walden ES	+32	+24	.	.		
Warsaw ES	+31	+38	.	.		
West Carthage ES	+43	+34	.	.		
West Middle Island School	+38	+30	.	.		
Wilson ES	+22	+17	.	.		
Woodland ES	+33	+9	.	.		
	Mean	+34	+25	.	.	
	+/- 7.5	Akron ES	+18	+7	.	.
		Alexander ES	+26	+23	.	.
		Allegheny-Limestone ES	+34	+1	.	.
		Andrew J Smith ES	+21	+15	.	.
		Autumn Lane ES	+71	+61	.	.

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Barbara Esselborn School (The)	-3	-11	.	.
Barton ES	+45	+32	.	.
Beaver River ES	+46	+28	.	.
Bloomfield ES	+22	+4	.	.
Boonville ES	+33	+9	.	.
Brookside ES Campus	+46	+36	.	.
C E Walters School	+44	+24	.	.
C R Weeks ES	+26	+21	.	.
Catskill ES	+43	+25	.	.
Cattaraugus-Little Valley ES	+28	+11	.	.
Central Park East I	+11	+14	.	.
Chenango Bridge ES	+33	+25	.	.
Chester ES	+30	+16	.	.
Colden ES	+30	+22	.	.
Craig Hill ES	+43	+27	.	.
Cumberland Head ES	+35	+26	.	.
D B Bunce ES	+43	+23	.	.
David B Crane ES	+19	+6	.	.
Eagle Point ES	+43	+31	.	.
East Hill School	+30	+31	.	.
East Rochester ES	+33	+19	.	.
Evans Mills Primary School	+43	+11	.	.
F S Banford ES	+44	+26	.	.
Floyd Bell ES	+21	+17	.	.
Fort Montgomery ES	+71	+61	.	.
Frankfort-Schuyler ES	+49	+35	.	.
Franklinville ES	+26	+11	.	.
Geneseo ES	+28	+23	.	.
George F Johnson ES	+40	+27	.	.
Glendale ES	+22	+20	.	.
Harrison Avenue ES	+33	+27	.	.
Holmes Road ES	+71	+61	.	.
Homer ES	+71	+61	.	.
Honeoye ES	+40	+24	.	.
Hugh W Gregg ES	+20	+12	.	.
John F Kennedy Intermediate School	+22	+14	.	.
Joseph B Radez ES	+41	+27	.	.
Kerhonkson ES	+27	+24	.	.
Letchworth ES	+37	+12	.	.
Lowville ES	+23	+9	.	.
Maine Memorial School	+33	+23	.	.
Margaret W Cuyler ES	+39	+32	.	.
Marlboro ES	+31	+22	.	.
Mary E Dardess ES	+44	+33	.	.
Maryvale Primary School	+71	+61	.	.
Mechanicville ES	+31	+30	.	.
Mexico ES	+45	+36	.	.
Millard Fillmore ES	+37	+29	.	.
Minoa ES	+39	+25	.	.
Netherwood School	+29	+19	.	.
Newfane ES	+27	+9	.	.
North Coleman Road School	+24	-1	.	.
Northville ES	+17	-10	.	.
Oak Street School	+39	+45	.	.
Oakfield-Alabama ES	+33	+20	.	.
Owego ES	+31	+14	.	.
PS 133 William A Butler	+15	+3	.	.
PS 176 Cambria Heights	+5	0	.	.
PS 18	+34	+26	.	.
PS 198 Isador E Ida Straus	+11	+5	.	.
PS 20 Clinton Hill	+15	+9	.	.
PS 277 Gerritsen Beach	+19	+14	.	.
PS 29 Bardwell	+7	+9	.	.
PS 316 Elijah Stroud	+5	+9	.	.
PS 360	+17	+17	.	.
PS 42 Eltingville	+8	-8	.	.
PS 84 Steinway	+22	+20	.	.

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

	PS 889	+30	+20	.	.
	PS 9 Sarah Smith Garnet School (The)	+13	+20	.	.
	Palmyra-Macedon Intermediate School	+47	+34	.	.
	Peru ES	+41	+26	.	.
	Petrova ES	+38	+26	.	.
	Phoenicia ES	+32	+17	.	.
	Pieter B Coeymans School	+47	+18	.	.
	Pine Brook ES	+28	+28	.	.
	Pine Bush ES	+33	+31	.	.
	Pinewood ES	+33	+20	.	.
	Poland ES	+34	+3	.	.
	Queensbury ES	+24	+9	.	.
	Ronald L Sodoma ES	+42	+34	.	.
	Seymour Smith Intermediate Learning Center	+44	+22	.	.
	Smith Clove ES	+71	+61	.	.
	South Avenue School	+30	+34	.	.
	Southwestern ES	+34	+33	.	.
	Springville ES	+41	+19	.	.
	Success Academy CS-Hudson Yards	-11	-34	.	.
	T J Connor ES	+34	+22	.	.
	Unadilla ES	+42	+32	.	.
	West Road/D'aquannis Intermediate School	+33	+31	.	.
	Westmoreland Road ES	+55	+30	.	.
	William C Munn School	+43	+23	.	.
	Williamson ES	+37	+25	.	.
	Windermere Blvd School	+31	+19	.	.
	Woodstock ES	+28	+20	.	.
	York Central ES	+36	+19	.	.
	Mean	+33	+22	.	.
+/- 10	A J Schmidt ES	+38	+15	.	.
	Albertus W Becker School	+30	+16	.	.
	Arcade ES	+22	+16	.	.
	Arthur P Momot ES	+41	+43	.	.
	Aura A Cole ES	+40	+31	.	.
	Ben Franklin ES	+44	+37	.	.
	Blasdell ES	+46	+36	.	.
	Brooklyn Arbor ES	+20	+23	.	.
	Brookside ES	+14	+9	.	.
	Brookview School	+10	+20	.	.
	Buckman Heights ES	+54	+37	.	.
	Byron-Bergen ES	+34	+27	.	.
	Canandaigua Primary-ES	+32	+20	.	.
	Caryl E Adams Primary School	+46	+30	.	.
	Center Street School	+37	+25	.	.
	Chenango Forks ES	+31	+17	.	.
	Chestnut Street School	+71	+61	.	.
	Commack Road ES	+46	+42	.	.
	Dansville Primary School	+71	+61	.	.
	Dryden ES	+44	+23	.	.
	East View ES	+40	+12	.	.
	East Village Community School (The)	+18	+13	.	.
	Elizabeth Cady Stanton ES	+38	+22	.	.
	English Village ES	+71	+61	.	.
	Ethel K Fyle ES	+23	+2	.	.
	Eugene Auer Memorial School	+45	+22	.	.
	Fall Creek ES	+36	+34	.	.
	Florence Brasser School	+39	+26	.	.
	Floyd S Winslow ES	+24	+4	.	.
	Fonda-Fultonville K-4 School	+14	-10	.	.
	Fork Lane School	+40	+34	.	.
	Fostertown Etc Magnet School	+18	+7	.	.
	Frank M Knight ES	+71	+61	.	.
	Frederick Carder ES	+24	+12	.	.
	Gardner Road ES	+26	+11	.	.
	George Southard ES	+29	+11	.	.
	Glenham School	+35	+21	.	.
	Gorham ES	+46	+26	.	.

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Greene Intermediate School	+34	+22	.	.
Harry E Elden ES	+36	+24	.	.
Hastings Mallory ES	+40	+28	.	.
Hawkins Path School	+37	+30	.	.
Helendale Road Primary School	+71	+61	.	.
Herbert Hoover ES	+36	+26	.	.
Heritage Heights ES	+37	+27	.	.
Highland ES	+53	+16	.	.
Homer Intermediate School	+37	+16	.	.
Ichabod Crane ES	+13	+13	.	.
Indian River Intermediate School	+41	+25	.	.
Jackson School	+71	+61	.	.
James J Ambrose School (The)	-10	-18	.	.
John Quincy Adams Primary School	+71	+61	.	.
Joseph A Edgar Intermediate School	+37	+29	.	.
Laurelton-Pardee Intermediate School	+50	+36	.	.
Livonia ES	+30	+18	.	.
Mae E Reynolds School	+17	+15	.	.
Mamaroneck Avenue School	+31	+18	.	.
Maplemere ES	+20	+11	.	.
Marbletown ES	+8	+3	.	.
Mary G Clarkson School	+71	+61	.	.
Maryvale Intermediate School	+39	+23	.	.
Matthew Paterson ES	+36	+20	.	.
May Moore Primary School	+71	+61	.	.
Moreau ES	+37	+21	.	.
Nathaniel Woodhull ES	+36	+24	.	.
Neighborhood School	-29	-39	.	.
Neil Armstrong School	+49	+27	.	.
Norman R Kelley Intermediate School	+45	+35	.	.
PS 1 Tottenville	+6	+14	.	.
PS 132 Conselyea School (The)	+12	+8	.	.
PS 163 Alfred E Smith	+8	-2	.	.
PS 174 William Sidney Mount	+3	-7	.	.
PS 221 North Hills School (The)	-1	-17	.	.
PS 23 Richmondtown	-1	-8	.	.
PS 236 Mill Basin	+2	-16	.	.
PS 282 Park Slope	+15	+17	.	.
PS 30 Westerleigh	+12	-3	.	.
PS 312 Bergen Beach	+15	+8	.	.
PS 36 J C Drumgoole	+9	+6	.	.
PS 81 Robert J Christen	+7	-5	.	.
Pembroke Primary School	+71	+61	.	.
Pine Tree ES	+34	+23	.	.
Pleasant Avenue School	+71	+61	.	.
Port Dickinson ES	+71	+61	.	.
Ralph R Smith School	+45	+33	.	.
Red Jacket ES	+32	+9	.	.
Ridgeway School	+22	+5	.	.
Sacandaga School	+32	+27	.	.
Saltzman East Memorial ES	+38	+21	.	.
Sandy Creek ES	+46	+29	.	.
Sapphire ES	+71	+61	.	.
Sargent School	+33	+18	.	.
Scott M Ellis ES	+50	+25	.	.
Sherman School	+41	+31	.	.
Smith Road ES	+41	+27	.	.
Stagecoach School	+24	+18	.	.
Steele ES	+11	+6	.	.
Success Academy CS-Hell's Kitchen	-16	-35	.	.
Thiels ES	+48	+33	.	.
Thomas E Glasgow ES	+71	+61	.	.
Truxton Academy CS	+52	+53	.	.
Unity Drive Kindergarten-Pre K Center	+71	+61	.	.
Walt Disney School	+44	+34	.	.
Weedsport ES	+34	+15	.	.
William E Deluca Jr ES	+47	+37	.	.

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

	William Floyd ES	+34	+28	.	.
	William H Barton Intermediate School	+26	+15	.	.
	Willow Ridge ES	+33	+25	.	.
	Winchester-Potters ES	+47	+32	.	.
	Woods Road ES	+48	+27	.	.
	Yorkville Community School	+8	-3	.	.
	Mean	+35	+23	.	.
	Mean	+34	+23	.	.

*See NOTES (1) and (11).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

HELLENIC CLASSICAL CHARTER SCHOOL - STATEN ISLAND

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

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

Hellenic Classical CS - Staten Island	ELA			Math		
	All Students	SWD	ED	All Students	SWD	ED
2022-2023	77%	43%	59%	77%	57%	59%

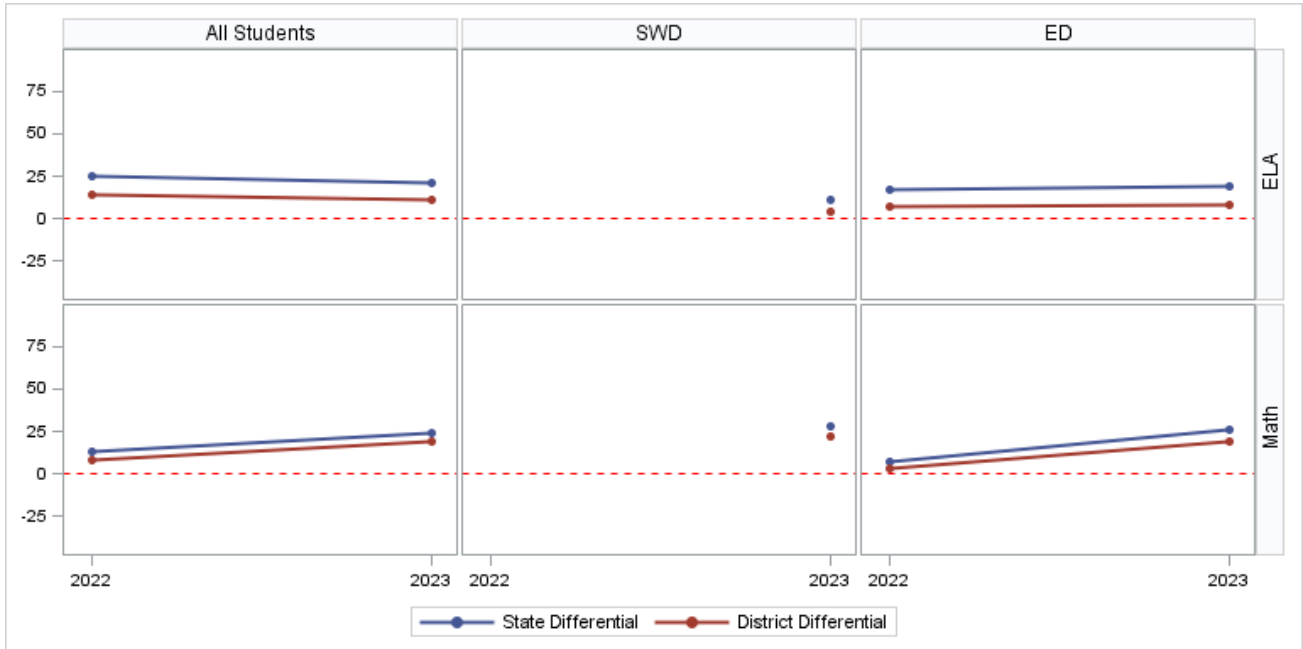
*See NOTES (2), (3), (7), and (8).

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 State and District Differentials Over Time
Comparison of Hellenic Classical CS - Staten Island and NYC CSD 31



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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math				
		Hellenic Classical CS - Staten Island	NYC CSD 31	District Differential	NYS	NYS Differential	Hellenic Classical CS - Staten Island	NYC CSD 31	District Differential	NYS	NYS Differential
All Students	2021-2022	71%	57%	+14	46%	+25	61%	53%	+8	48%	+13
	2022-2023	68%	57%	+11	47%	+21	78%	59%	+19	54%	+24
SWD	2022-2023	31%	27%	+4	20%	+11	56%	34%	+22	28%	+28
ED	2021-2022	52%	45%	+7	35%	+17	43%	40%	+3	36%	+7
	2022-2023	55%	47%	+8	36%	+19	68%	49%	+19	42%	+26

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

All Students Grade-Level Proficiency

All Students		ELA					Mathematics				
		Hellenic Classical CS - Staten Island	NYC CSD 31	Differential to District	NYS	Differential to NYS	Hellenic Classical CS - Staten Island	NYC CSD 31	Differential to District	NYS	Differential to NYS
Grade 3	2022	71%	57%	+14	46%	+25	61%	53%	+8	48%	+13
	2023	65%	56%	+9	45%	+20	82%	61%	+21	54%	+28
Grade 4	2023	72%	58%	+14	49%	+23	72%	57%	+15	54%	+18

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

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

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics				
		Hellenic Classical CS - Staten Island	NYC CSD 31	Differential to District	NYS	Differential to NYS	Hellenic Classical CS - Staten Island	NYC CSD 31	Differential to District	NYS	Differential to NYS
Grade 3	2023	44%	26%	+18	19%	+25	78%	36%	+42	29%	+49
Grade 4	2023	14%	28%	-14	21%	-7	29%	32%	-3	27%	+2

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics				
		Hellenic Classical CS - Staten Island	NYC CSD 31	Differential to District	NYS	Differential to NYS	Hellenic Classical CS - Staten Island	NYC CSD 31	Differential to District	NYS	Differential to NYS
Grade 3	2022	52%	45%	+7	35%	+17	43%	40%	+3	36%	+7
	2023	59%	46%	+13	34%	+25	78%	51%	+27	42%	+36
Grade 4	2023	47%	48%	-1	38%	+9	53%	47%	+6	42%	+11

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

HELLENIC CLASSICAL CHARTER SCHOOL - STATEN ISLAND

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Hellenic Classical CS - Staten Island	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	150	71	47%
2020-2021	225	156	69%
2021-2022	300	245	82%
2022-2023	375	325	87%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Hellenic Classical CS - Staten Island	NYC CSD 31	Differential to District	Hellenic Classical CS - Staten Island	NYC CSD 31	Differential to District	Hellenic Classical CS - Staten Island	NYC CSD 31	Differential to District
2019-2020	18%	27%	-9	6%	13%	-7	52%	58%	-6
2020-2021	15%	27%	-12	0%	13%	-13	53%	60%	-7
2021-2022	19%	28%	-9	7%	15%	-8	47%	61%	-14
2022-2023	22%	29%	-7	7%	16%	-9	44%	62%	-18

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

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Hellenic Classical CS - Staten Island	NYC CSD 31	Differential to District	Hellenic Classical CS - Staten Island	NYC CSD 31	Differential to District	Hellenic Classical CS - Staten Island	NYC CSD 31	Differential to District	Hellenic Classical CS - Staten Island	NYC CSD 31	Differential to District
2020-2021	93%	93%	+0	77%	93%	-16	100%	95%	+5	95%	93%	2
2021-2022	87%	87%	+0	92%	81%	+11	.	.	.	85%	90%	-5
2022-2023	93%	92%	+1	87%	92%	-5	72%	94%	-22	93%	91%	+2

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

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

Not applicable to this charter school

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

*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 - STATEN ISLAND

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

	2018 19	2019 20	2020 21	2021 22	2022 23
	-	K-1	K-2	K-3	K-4
	-	K-5	K-5	K-5	K-5
	-	150	225	300	375
	-	450	450	450	450
	-	71	156	246	325

ASSETS

Current Assets

Cash and Cash Equivalents	-	235,347	1,494,343	1,668,934	1,005,711
Grants and Contracts Receivable	-	207,866	1,271,474	1,780,690	2,826,573
Prepaid Expenses	-	43,182	114,709	58,348	157,789
Other Current Assets	-	15,989	4,574	627,761	627,761
Total Current Assets	-	502,384	2,885,100	4,135,733	4,617,834

Non-Current Assets

Property, Building and Equipment, net	-	139,437	10,168,016	9,916,565	9,712,992
Restricted Cash	-	20,000	121,040	175,000	200,000
Security Deposits	-	84,333	126,500	126,500	138,500
Other Non-Current Assets	-	-	-	-	89,118,311
Total Non - Current Assets	-	243,770	10,415,556	10,218,065	99,169,803
Total Assets	-	746,154	13,300,656	14,353,798	103,787,637

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses	-	44,031	314,750	547,842	539,231
Accrued Payroll and Payroll Taxes	-	190,797	1,278,108	1,426,668	1,754,797
Due to Related Parties	-	184,766	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	-	167,992	893,258	422,762
Total Current Liabilities	-	419,594	1,760,850	2,867,768	2,716,790

Long-Term Liabilities

	-	277,762	188,651	227,029	-
	-	150,000	1,425,888	146,388	90,566,684
	-	427,762	1,614,539	373,417	90,566,684
	-	847,356	3,375,389	3,241,185	93,283,474

Unrestricted

	-	(317,052)	9,774,843	11,112,613	10,504,163
Restricted	-	215,850	150,424	-	-
Total Net Assets	-	(101,202)	9,925,267	11,112,613	10,504,163
Total Liabilities and Net Assets	-	746,154	13,300,656	14,353,798	103,787,637

OPERATING REVENUE

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

State and Local Per Pupil Revenue - Reg. Ed	-	1,171,892	10,960,921	12,966,665	14,780,360
State and Local Per Pupil Revenue - SPED	-	66,070	-	1,243,087	-
State and Local Per Pupil Facilities Revenue	-	183,601	596,405	407,329	1,719,218
Federal Grants	-	7,616	949,418	1,132,030	1,181,739
State and City Grants	-	8,900	48,833	147,077	103,501
Other Operating Income	-	-	132,097	506,546	704,699
Total Operating Revenue	-	1,438,079	12,687,674	16,402,734	18,489,517

OPERATING EXPENSES

Salaries and Benefits
Instructional Materials
Other Operating Expenses

Salaries and Benefits	-	1,431,327	9,431,346	12,209,385	11,817,630
Instructional Materials	-	276,232	1,179,961	1,711,167	4,177,188
Other Operating Expenses	-	-	-	-	-
Total Operating Expenses	-	1,707,559	10,611,307	13,920,552	15,994,818

Total Program Services

Supporting Services

Management and General
Fundraising
Total Support Services
Total Expenses
Surplus/Deficit from Operations

Management and General	-	642,433	2,377,261	2,747,277	3,298,805
Fundraising	-	10,810	48,690	57,949	79,409
Total Support Services	-	653,243	2,425,951	2,805,226	3,378,214
Total Expenses	-	2,360,802	13,037,258	16,725,778	19,373,032
Surplus/Deficit from Operations	-	(922,723)	(349,584)	(323,044)	(883,515)

SUPPORT AND OTHER REVENUE

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

Interest and Other Income	-	2,295	-	-	-
Contributions and Grants	-	819,226	10,127	230,890	275,065
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	8,762,586	1,279,500	-
Total Support and Other Revenue	-	821,521	8,772,713	1,510,390	275,065

Change in Net Assets

Change in Net Assets

Change in Net Assets	-	(101,202)	8,423,129	1,187,346	(608,450)
Net Assets - Beginning of Year	-	-	(101,202)	9,925,267	11,112,613
Net Assets - End of Year	-	(101,202)	8,321,927	11,112,613	10,504,163

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
Support and Other Revenue
Total Revenue

Operating	-	20,255	81,331	66,678	56,891
Support and Other Revenue	-	11,571	56,235	6,140	846
Total Revenue	-	31,825	137,567	72,818	57,737

Expenses - Per Pupil

Program Services
Management and General, Fundraising
Total Expenses
% of Program Services
% of Management and Other
% of Revenue Exceeding Expenses

Program Services	-	24,050	68,021	56,588	49,215
Management and General, Fundraising	-	9,201	15,551	11,403	10,395
Total Expenses	-	33,251	83,572	67,991	59,609
% of Program Services	0.0%	72.3%	81.4%	83.2%	82.6%
% of Management and Other	0.0%	27.7%	18.6%	16.8%	17.4%
% of Revenue Exceeding Expenses	0.0%	4.3%	64.6%	7.1%	3.1%

FINANCIAL COMPOSITE SCORE

Composite Score
Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 /

Composite Score	-	(0.70)	2.27	2.18	1.28
	-	Needs Monitoring	Strong	Strong	Adequate

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio
BENCHMARK and FINDING:
Ratio should be equal to or greater than 1.2

Net Working Capital	-	82,790	1,124,250	1,267,965	1,901,044
Working Capital (Current) Ratio	-	1.2	1.6	1.4	1.7
BENCHMARK and FINDING:	-	Partly Meets Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET RATIO

Debt to Asset Ratio
BENCHMARK and FINDING:
Ratio should be equal to or less than 1.0

Debt to Asset Ratio	-	1.1	0.3	0.2	0.9
BENCHMARK and FINDING:	-	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

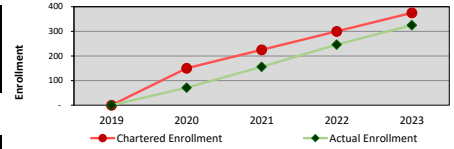
Days of Cash
BENCHMARK and FINDING:
Ratio should be equal to or greater than 60 days

Days of Cash	-	36.4	41.8	36.4	18.9
BENCHMARK and FINDING:	-	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

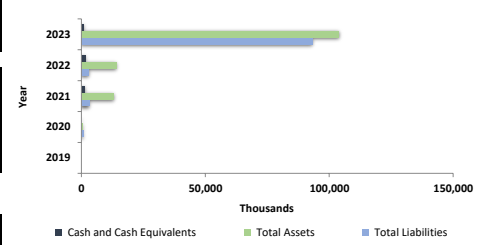
TOTAL MARGIN RATIO

Total Margin Ratio	-	(0.0)	0.4	0.1	(0.0)
	-	Does Not Meet Standard	Meets Standard	Meets Standard	Does Not Meet Standard

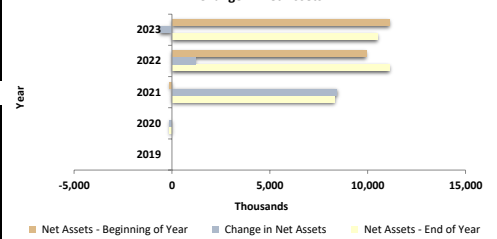
Chartered vs. Actual Enrollment



Cash, Assets and Liabilities



Change in Net Assets



Enrollment vs. Revenue & Expenses

