

I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 23, 2014

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1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

331500860878 HELLENIC CLASSICAL CS

2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 15

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
646 5th Avenue Brooklyn, NY 11215	718-499-0957	718-499-0959	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Joy Petrakos
Title	Director of Operations
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

<https://www.hccs-nys.org>

6. DATE OF INITIAL CHARTER

2005-02-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2005-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• K

• 1

• 2

• 3

• 4

• 5

• 6

• 7

• 8

10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	646 5th Ave Brooklyn, NY 11215	718-499-095 7	CSD 15	K-8	Yes	Rent/Lease

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christina Tettonis	[REDACTED]		[REDACTED]
Operational Leader	Joy Petrakos	[REDACTED]		[REDACTED]
Compliance Contact	Joy Petrakos	[REDACTED]		[REDACTED]
Complaint Contact	Joy Petrakos	[REDACTED]		[REDACTED]

13. Are the School sites co-located?

(No response)

13a. Please list the terms of your current co-location.

Date School will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
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14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

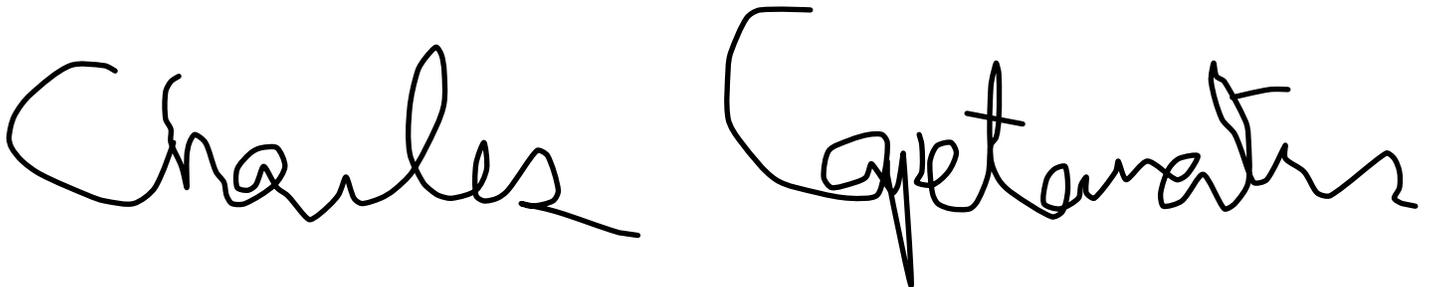
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

Handwritten signature of Christina Tettonis in black ink.

Signature, President of the Board of Trustees

Handwritten signature of Charles Capetanus in black ink.

Thank you.

Appendix A: Progress Toward Goals

Created Wednesday, July 23, 2014

Updated Friday, October 31, 2014

Page 1

Charter School Name: 331500860878 HELLENIC CLASSICAL CS

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/reportcard.php?instid=800000058308&year=2013&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attenda>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the results are not available by August 1st, please list the goals and explain this in the "progress toward goal attainment" column. This task will reopen for the school to update and finalize by the November 1, 2014 due date.

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	For the 2010-11 through 2014-2015 school years, 75% of 3rd through 8th graders who have been enrolled at the School on BEDS day for at least 2 consecutive years will perform at or above Level 3 on the New York State English Language Arts examination.	The New York State English Language Arts examination	The 2013-14 New York State English Language Arts examination results showed that 41% of students enrolled in grades 3rd through 8th performed at or above Level 3.	The Hellenic Classical Charter School has demonstrated growth from the 2012-2013 school year in the area of ELA. The results indicate a 7% increase for students enrolled at Hellenic for 2 consecutive BEDS days. The first phase of our action plan was to engage our teachers in explicit data analysis. Hellenic has collaborated with a Data Analyst provided by one of our partners, CEI-PEA to assist us in the TERC model of looking at data and creating data driven decisions to support our ELA curriculum. Our teachers have engaged in professional development by grade level, content area and academic support teams.

Through data and item skills analysis of the results we were able to identify that the area of writing across all grade levels required additional attention and support. The second phase was analyzing students' on demand writing to drive instruction in the classrooms, guide teaching points, providing teachers with a clear understanding of the different needs within their classroom and possible next steps to support their student's writing. To supplement our writing curriculum we have generated school wide rubrics and checklists to help student's self monitor their writing and keep them on track with grade level expectations. Exit slips are used as an informal assessment to monitor student understanding on content taught within writing and all content areas. The correlation between student reading ability and writing is evident so our focus continues to be in tracking and monitoring student reading ability and progress and ensuring all students are meeting grade level expectations. We are holding student's accountable for their independent reading by having student's write about their reading on a daily basis. This is to increase their reading and writing stamina and comprehension skills. To reinforce student accountability for reading independently, Hellenic has offered a parent workshop informing parents of ways to help their child at home with reading and writing about their reading. Hellenic will continue to ensure that our best practices are effective and are meeting our student's needs in the area of reading and writing.

Academic Goal 2	For the 2010-11 through 2014-2015 school years, 75% of 3rd through 8th graders who have been enrolled at the	The New York State Mathematics examination	The 2013-14 New York State Mathematics examination results showed that 58% of students enrolled in grades	The assessment results for the NYS Math examination demonstrate a 14% increase in students obtaining a level 3 or
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<p>School on BEDS day for at least 2 consecutive years will perform at or above Level 3 on the New York State Mathematics examination.</p>	<p>3rd through 8th performed at or above Level 3.</p>	<p>4 on the 2013-14 exam. This indicates that Hellenic is making substantial progress in achieving our academic goal for the 2014-15 school year. In an effort to continue making strides towards our goals we have enhanced our math program as follows: implementing GO Math! in place of Envision for grades Kindergarten through 5th, Pre-Algebra, Integrated Algebra and Algebra 1 courses for students in grades 6-8. We have continued our AIS Math program for our elementary level students and tutoring for middle school students who scored a level 2 or below. AIS teachers support students by previewing upcoming content and mathematical concepts to scaffold their learning prior to whole group instruction within the classroom. Hellenic continues to provide professional development in Go Math! and with our math coach once a week. Hellenic has embedded math planning meetings facilitated by our math lead teacher. These weekly meetings provide middle school math teachers with guidance and curricula support to ensure standards are addressed. We also using the TERC model in analyzing student work from benchmark assessments and performance tasks.</p>		
<p>Academic Goal 3</p>	<p>For the 2010-11 through 2014-2015 school years, 75% of 3rd through 8th graders who have been enrolled at the School on BEDS day for at least 2 consecutive years will perform at or above Level 3 on the New York State Science examination.</p>	<p>The New York State Science examination</p>	<p>The 2013-14 New York State Science examination results are the following: Grade 4 - 100% Grade 8 - 75%</p>	
<p>Academic Goal 4</p>	<p>For the 2010-11 through 2014-15 school years, grade-level cohorts of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA</p>	<p>The New York State English Language Arts examination</p>	<p>The results for the 2013-14 New York State English Language Arts examination does not meet the goal of grade level cohorts obtaining a 75% at or above level 3 on the ELA examination. Grades</p>	<p>Hellenic's school wide instructional goals and action plan in helping us attain this benchmark are focusing on promoting student independence and accountability through</p>

exam and 75% at or above Level 3 on the current year's State ELA examination.

4 and 8 scores did reduced the gap by one-half from the previous year's administration.

implementation of school wide rubrics, checklists and exit slips across all content areas. The instructional focus for this school year is writing about reading. This is an area as well as student comprehension that required additional support. Through our plan of action we are addressing the areas of concern within our ELA program which directly impacts the progress of our students. The administration and literacy team which consists of our Literacy Coach and Lead Teachers in ELA have analyzed our literacy program and have focused on our current classroom practices and learning content. We have reflected on the best practices and have enhanced our instruction. Our instructional practices have been created through the use of assessments and analyzing student progress. We have increased the frequency of assessments in reading. Our literacy assessments now assess students reading fluency and comprehension of fiction and nonfiction text. Comprehension is the focal point of the reading assessment and which independent student reading levels are solely based. We have analyzed the correlation between student reading levels and the state results to gain additional insight on students' progress. We have continued other instructional practices such as increasing student reading stamina, reading across the content areas as well as embedding 90 minute literacy blocks into the schedule. We have continued to also embed common planning times for grade level teams to support teacher growth. The common planning is facilitated by the Literacy Coach to supervise and support teachers while the planning classroom

instruction for units of study and analyzing student work. We have integrated the use of performance tasks that assess student literacy. Performance assessments are administered to students in the form of pre and post on- demands into our units of reading and writing. Teachers continue to use the Danielson rubric to self reflect on their classroom practices and in setting their pedagogical goals as one of several strategies to increase student progress. The administration has deemed this necessary for our teachers to become more actively engaged in their own teaching practices. The overall goal is for teachers to take a more active approach to improving themselves as they become more proficient in implementing the common core standards within student centered classrooms. We continue to educate our families about the rapid change to learning standards and the importance of understanding how they will impact the progress of their children. In taking this into consideration, we are ensuring that the academic rigor and implementation of our higher learning standards are clearly understood by the entire school. As we focus on reducing the gap between student learning and their individual progress, we have begun vertical collaboration amongst teachers to devise strategic plans and goals for individual students and for each grade level. One way this is achieved is through Peer Reviews which allow interdisciplinary and adjourning grade levels the opportunity to view, discuss and critique lessons within units of study. In addition, our staff developers meet with teachers across the grade levels and provide support in aligning units of study across

Academic Goal 5 For the 2010-11 through 2014-15 school years, grade-level cohorts of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Mathematics exam and 75% at or above Level 3 on the current year's State Mathematics examination.

The New York State Mathematics examination

The 2013-14 results for the New York State Mathematics examination are as follows: 4th grade level cohorts reduced the gap by one-half from the previous year's administration and obtained the 75% of student scoring at or above a Level 3. Grades 6 and 8 also reduced the gap by one -half but fell short of meeting the 75% attainment goal. Grades 5 and 7 fell short of attaining this goal.

the content areas. All of these efforts to ensure that teachers understand the expectations and standards for their respective grade levels and for adjourning grade levels above and below them. With these instructional goals in place we will begin to see the reduction of the gap between grade level cohorts.

Our school wide instructional plan for the 2013-14 school year was based on addressing the gaps in curriculum due to the changes required by the common core math standards. Based on our data analysis through the TERC model, four phase dialogue of our results and student progress in mathematics it is an area that continues to need further attention. To address this area we continued to have delegated blocks of time within the schedules of our math teachers to collaborate and discuss instructional content and to more specifically identify the gaps in math instruction. Our math team and coach have also taken a deeper look into the resources we have used and have recommended that newly developed common core textbooks are necessary to align instruction with the modules that have been created. For the 2014-15 school year we have made the shift to Go Math! as our resource for grades K -5. Teachers are also continuing to supplement their instruction with the use of the modules provided through engageny. Our focus has also been to look more in-depth into our early grades and the improvement of the acquisition of specific math skills in order to accelerate student learning and progress. This initiative is still supported by the elementary level Math AIS teacher as well as embedding tutoring blocks with in middle school

teacher schedules. This was deemed necessary by the administration and the math team to address individual student progress for students who have been identified as at-risk according to state level testing results and/or teacher recommendations. This has become a best practice for Hellenic and has directly improved student individual progress. Enrichment is also essential in accelerating student progress. Enrichment is provided through Algebra Clubs, Math Olympiad and an Integrated Algebra course offered to grade 8 students. As the school administration and math team closely monitor all student progress and as we follow grade-level cohorts we are confidential that the instructional focuses we have implemented will yield the desired results pertaining to student growth and the acquisition of proficient math skills.

Academic Goal 6	For the 2010-11 through 2014-15 school years, the percent of students performing at or above Level 3 on the State ELA examination in each tested grade will place the school in the top quartile of all similar schools as determined by the NYCDOE Report Card.	The New York State ELA examination results.	The results of the New York State ELA examination and NYCDOE Report Card have yet to be released.
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Academic Goal 7	For the 2010-11 through 2014-15 school years, the percent of students performing at or above Level 3 on the State Mathematics examination in each tested grade will place the school in the top quartile of all similar schools as determined by the NYCDOE Report Card.	The New York State Mathematics examination results	The results of the New York State Mathematics examination and NYCDOE Report Card have yet to be released.
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Academic Goal 8	For the 2010-11 through 2014-15 school years, the school will be deemed "In Good Standing"	The 2013-14 New York State ELA, Mathematics and Science results	The Hellenic Classical Charter School has achieved AYP status and have been deemed a school "In Good Standing" for the 2013-14 school year.
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2a1. Do have more academic goals to add?

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 9	For the 2010-11 through 2014-15 school years, 75% of kindergarten students who were enrolled at the School on BEDS day will perform at a Level 1 on the rhyme recognition, rhyme generation, syllable clapping, initial consonants, and at a Level 2 on the final consonants, blending, segmenting, ABC recognition, writing, spelling, decoding, sight words, and emergent reading strands on the Spring administration of the Fox in a Box.	For the 2013-14 school year, HCCS administered the Fox in a Box Assessment, an early literacy assessment, to its Kindergartners in the Fall and Spring of each school year.	<p>The results of the Fox in a Box, Level 1 and Level 2 strands for Kindergarten students are as follows:</p> <p>Level 1 results for Kindergarten students: Rhyme Recognition -91% Rhyme Generation - 79% Syllable Clapping - 81% Initial Consonants - 90%</p> <p>Level 2 results for Kindergarten students: Final Consonants - 82% Blending - 79% Segmenting- 75% ABC Recognition- 75% Alphabet Writing - 95% Spelling-76% Decoding-78% Sight Words- 60% Emergent Reading Strands-74%</p>	<p>The Hellenic Classical Charter School's student performance results, with a few exceptions each year, meets the annual absolute performance goals on the Fox in a Box assessment. As reflected in the results, students enrolled in kindergarten did meet the following Level 2 benchmarks such as final consonants, blending, segmenting, alphabet recognition, writing and decoding. However, they did not meet the attainment goal in the specific areas of sight words and emergent reading. As we continue to focus our work on aligning the literacy program and curriculum to the Common Core State Standards we have undertaken additional planning and support of our grammar and phonics instruction. This is the goal to help supplement our literacy instruction to strengthen students emergent reading. In response to the findings from the Fox in a Box assessment, a daily 15 minute block for sight word and grammar instruction will continue for the upcoming school year. Reflecting on our best practices, Hellenic Classical continues the enhancement of our instructional practices and curriculum with the support of our Literacy Coach and partnership with Teachers' College Reading and Writing Project.</p>
Academic Goal 10	For the 2010-11 through 2014-15 school years, 75% of the 1st grade students who were enrolled on	For the 2013-14 school year, HCCS administered the Fox in a Box Assessment, an early	The results for Fox in a Box reading assessments, Level 4 strands for 1st grade are as follows:	

	BEDS day for two consecutive years will perform at or above a Level 4 on the spelling, decoding, vocabulary, sight words, reading accuracy, and reading comprehension strands on the Spring administration of the Fox in a Box.	literacy assessment, to its 1st grade students in the Fall and Spring of each school year.	Level 4 results for 1st grade: Spelling- 89% Decoding- 94% Vocabulary- 91% Sight Words- 96% Reading Accuracy & Reading Comprehension -81%	
Academic Goal 11	For the 2010-11 through 2014-15 school years, 75% of the 2nd grade students who were enrolled on BEDS day for two consecutive years will perform at or above a Level 6 on the spelling, decoding, vocabulary, sight words, reading accuracy, and reading comprehension strands on the Spring administration of the Fox in a Box.	For the 2013-14 school year, HCCS administered the Fox in a Box Assessment, an early literacy assessment, to its 2nd grade students in the Fall and Spring of each school year.	The results for Fox in a Box reading assessment, Level 6 are as follows: Level 6 results for 2nd grade: Decoding - 75% Vocabulary - 77% Sight Words- 82% Reading Accuracy & Reading Comprehension - 75% Spelling - 65%	Overall, students in grade 2 met specific grade level benchmarks in the Fox in a Box assessment. The one area that requires additional attention is spelling. Only 60% of students attained this goal. To address this area, additional supplements will be embedded into the reading curriculum such as Wordly Wise 3000 and Words Their Way to support student spelling acquisition. These resources will assist teachers in addressing the gap of student progress that is currently existing in the area of spelling. Hellenic Classical will continue to use instructional practices such as close reading, grammar and reading stamina to overall increase student reading abilities.
Academic Goal 12	For the 2010-11 through 2014-15 school years, grade-level cohorts of students (for Grades 2 and above) will reduce by one-half the gap between their average NCE in the previous Spring administration of the ITBS, a nationally- normed reading test, and NCE of 50 (grade level) in the current Spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.	Students enrolled in K -8 are administered the ITBS (Iowa Test of Basic Skills).	The ITBS assessment results indicate that grades 2, 3, 4, 5, 6 and 8 obtained an average NCE score of 50 or above in the area of reading. Grade 3 achieved the goal of reducing the gap by one-half from the previous year's administration and an NCE score of 55 for the 2013-14 school year. Grade 7 also demonstrated growth from the previous year's administration results but did not obtain an NCE score above 50 for this 2013-14 school year.	The results of the ITBS indicate that our students are performing at average or above average in the area of reading but are falling short of reducing the gap from year to year. As we reviewed and reflected on the 2014 results, Hellenic Classical instructional leaders and literacy team have prepared our academic plan in the area of reading for the upcoming school year. The Hellenic Classical instructional team continuously analyze our literacy program and identify the focus on our classroom practices and

learning content from year to year to enhance our best practices. As we reflect on our practices, Hellenic continues to enhance instruction through the use of assessments and analysis of our students' progress. For the 2013-14 school year, the focal point was student comprehension of the reading assessments administered throughout the school year. During assessments, teachers placed more emphasis on the students reading fluency, comprehension and the responses to higher-order thinking questions when determining a student's independent reading level. Classroom instructional goals as we move forward is to further increase the academic rigor of our ELA program in order to meet the higher level of standards that are necessary for students to become successful. As our students become more fluent by increasing reading stamina throughout the year, we will observe the increase of student reading ability and comprehension. An additional instructional practice that will continue for this school year is close reading. Students are closely reading and analyzing higher level texts to promote student comprehension strategies of advanced texts. Each year, our students make strides in the area of reading and as we have transitioned to the common core standards we are confident that we will achieve our academic goals.

Academic Goal 13	For the 2010-11 through 2014-15 school years, grade-level cohorts of	Students enrolled in K-8 are administered the ITBS (Iowa Test of Basic Skills).	The ITBS testing results in the area of mathematics indicate growth from the	The Hellenic Classical's mathematics curriculum and instructional program
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students (for Grades 2 and above) will reduce by one-half the gap between their average NCE in the previous Spring administration of the ITBS, a nationally- normed mathematics test, and NCE of 50 (grade level) in the current Spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

previous year's administration. Grade 4 and 6 successfully obtained the academic goal of reducing the gap by one-half from last year's results and above an NCE score of 50. Grade 3 results, which are above an NCE of 50 did increase from the previous year but did achieve the academic goal of reducing the gap. Grade 7 reduced the gap by one-half but did not obtain an NCE score above 50 in the 2013-14 school year.

is one of our strengths as reflected in the results of the 2014 ITBS. The results indicate that our students are performing on or above average in the area of math. As we move forward in implementing a more rigorous, comprehensive and Common Core aligned curriculum, we are increasing our services for at-risk students. For the 2013-14 school year, we have hired a math AIS teacher to provide support to students in grades K -5. In addition, we have a lead teacher in our middle school grades that works closely with our existing math coach and administrative team. Our instructional program is continuously enhanced to ensure that the learning content is standards based and differentiated to address the gap between what our students require and what students comprehend and are able to do. We consistently monitor student progress and ability through performance tasks, assessments and student math portfolios. Technology has also become a major instructional focus in the area of math for our students. In grades 4-8 we have embedded within our curriculum increased technology based learning through programs such as Time to Know and Amplify Learning. As our instructional team reflects on best practices and instruction we identified that current resources required enhancement and we will now transition from EnVision Math to Go Math! for grades K -5. The correlation between the NYEngage modules and Go Math curriculum will

allow for the increase the rigor in our math curriculum and instruction.

Academic Goal 14	<p>Greek Proficiency Goals: Kindergarten</p> <p>By the end of the school year, students who were enrolled on BEDS day:</p> <ul style="list-style-type: none"> * 75% of the students will be able to recognize all Greek letters in their print form, as measured by a Greek Letter Recognition and Writing Common Assessment. * 75% of the students will be able to communicate verbally as measured by the HCCS Greek Verbal Common Assessment. 	<p>HCCS Greek Letter Recognition, Writing Common Assessment and Greek Verbal Common Assessment administered at the end of the school year.</p>	<p>The results of the HCCS Greek assessments for the 2013-14 school year for kindergarten are as follows:</p> <ul style="list-style-type: none"> *87% of students were able to recognize all Greek letter in their print form as measured by the Greek Letter Recognition assessment. *98% of kindergarten students were able to communicate verbally according to testing results by the HCCS Greek Verbal Common Assessment.
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Academic Goal 15	<p>Greek Proficiency Goals; First Grade</p> <p>By the end of the school year, students who were enrolled on BEDS day for at least two consecutive years:</p> <ul style="list-style-type: none"> *75% of students will be able to write all the Greek alphabet in print, as measured by a Greek Letter Recognition and Writing Common Assessment. *75% of students will perform proficiently in listening, as measured by the HCCS Greek Listening Common Assessment. *75% of students will perform proficiently in reading, as measured by the HCCS Greek Reading Common Assessment. *75% of the students will be able to communicate verbally as measured by the HCCS Greek Verbal Common Assessment. 	<p>HCCS Greek Letter Recognition, Writing Common Assessment, Greek Reading Common Assessment and Greek Verbal Common Assessment administered at the end of the year.</p>	<p>The assessments results obtained by the Greek Letter Recognition, Reading, Writing and Verbal examination for first grade students are as follows:</p> <ul style="list-style-type: none"> * 89% of first grade students were able to write all the Greek alphabet in print * 91% of first grade students performed proficiently in listening * 89% of first students performed proficiently in reading * 89% of first grade students were able to communicate verbally as measured by the assessment
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Academic Goal 16	<p>Greek Proficiency Goals: Second through Seventh Grades</p> <p>By the end of the school year, students who were enrolled on BEDS day for</p>	<p>HCCS Greek Proficiency Assessments which consists of Verbal, Reading, Listening and Writing Common Assessments</p>	<p>The assessment results for grades second through seventh grade consist of the following:</p> <ul style="list-style-type: none"> * 80% of second grade
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at least two consecutive years:
 *75% of students will perform proficiently in oral, reading, listening, and writing skills, as measured by the HCCS Greek Verbal, Reading, Listening, and Writing Common Assessments.

students demonstrated proficiency according to results measured by the HCCS Greek Verbal, Reading, Listening, and Writing Common Assessments.
 * 85% of third grade students demonstrated proficiency as measured by the Greek Common Assessments
 *84% of students in grade 4 performed proficiently in the Greek Common Assessments.
 *83% of students in grade 5 performed proficiently in the Greek Common Assessments.
 *84% of sixth grade students demonstrated proficiency in the Greek Common Assessments
 * 80% of students in grade 7 demonstrated proficiency in the Greek Common Assessments

2a2. Do have more academic goals to add?

Yes

2013-14 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 17 Greek Proficiency Goals: Eighth Grade By the end of the school year, 75% of the students who have been in the school for at least four consecutive BEDS day will pass the NYSED High School Greek Regents exam.	NYSED Greek High School Regents examination	For the 2013-14 school year, 100% of the eighth grade students who were eligible to participate in the NYSED Greek High School Regents passed.	

2b. ORGANIZATIONAL GOALS

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	For the 2010-11 through 2014-15 school years, HCCS will have an average daily student attendance rate of at least 95 % percent.	ATS	This 2013-14 school year, HCCS had an attendance record of 95.2 % percent.	
Org Goal 2	For the 2010-11 through 2014-15 school years, 95 percent of all students enrolled at HCCS during the course of the year return in the following September, not including those who move out of the area.	ATS tracking discharges over the school year.	99% percent of HCCS’s students are registered and expected to return in September 2014. This number is higher than last year (97%). .084% percent will not be returning to HCCS in September.	
Org Goal 3	For the 2019-11 through 2014-15 school years, HCCS will comply with all applicable laws, rules, regulations, and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	HCCS complies with all applicable laws, rules, regulations and contract terms by following the New York State - NCLB accountability system, all approved school policies, the approved charter and applicable law, rules and regulations. All files required by law to be kept confidential are kept safe under lock, in the school offices that restrict access to only those individuals who are authorized to view these records.	HCCS has been in substantial compliance with its charter and all applicable laws and regulations. It has substantially adhered to all the academic, behavioral, oversight, management and operational policies and procedures that were outlined in its charter, as revised in its most recent charter renewal. Indeed, the school that is in operation today reflects, to a very significant degree, faithfulness to what was delineated in its charter. In addition, HCCS has been in compliance with federal and state law and relevant regulations throughout the charter term, except that it has not yet been able to meet its enrollment and retention targets for English language learners (ELLs) and students with disabilities (SWDs). As discussed in the renewal application, HCCS is revising and expanding its strategies and practices for recruiting ELLs and SWDs and expects to improve in this area during the next charter term.	
Org Goal 4	For the 2010-11 through 2014-15 school years, the HCCS Principal will achieve ratings of Proficient or Distinguished, and an average percentile score of 85% or higher, using the VAL-ED	VAL-ED Leadership Evaluation System	The Principal’s Overall Total Effectiveness score based on the averaged ratings of all respondents is 4.80. The performance level is Distinguished and the Percentile	

	leadership evaluation system, developed at Vanderbilt University.		Rank score is 99 percent.
Org Goal 5	For the 2010-11 through 2014-15 school years, parents will express satisfaction with HCCS' program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey categories: Academic Expectations, Communication, Engagement, and Safety and Respect.	NYCDOE Learning Environment Survey	TBA

2b.1 Do you have more organizational goals to add?

Yes

2013-14 Progress Toward Attainment of Organizational Goals

Organizational Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 6	For the 2010-11 through 2014-15 school years, students in grades 5 through 8 will express satisfaction with HCCS's staff and programs, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey categories: Academic Expectations, Communication, Engagement, and Safety and Respect.	NYCDOE Learning Environment Survey	TBA

2c. FINANCIAL GOALS

2013-14 Progress Toward Attainment of Financial Goals

Financial Goals	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1	For the 2010-11 through 2014-15 school years, student enrollment will be within 15% of full enrollment as defined in the HCCS' charter contract. This will be analyzed annually and monitored bi-monthly.	NYCDOE Reconciliation Report was used to analyze enrollment and FTE's. The student information used for the reconciliation report was taken from the ATS system.	HCCS met its goal for enrollment stability. In its final reconciliation report, HCCS reported 477 students enrolled at its highest. The HCCS charter projected full enrollment for school year 2013-14 was 450. HCCS ended the 2013-14 school year with 473 students which was within the 15% percent of full enrollment and was well within the goal.

Financial Goal 2	For the 2010-11 through 2014-15 school years, HCCS will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	The accounting firm Loeb and Troper has begun planning and preparing the audit for FY 2014, the school's ninth fiscal year of operations. Financial reports will be submitted to NYCDOE and NYSED by the November 1st deadline in compliance with regulations.	As in all prior years in which the goal has been met, it is our expectation that our current financial audit will result in an unqualified opinion with no significant or major findings.
Financial Goal 3	For the 2010-11 through 2014-15 school years, HCCS will operate on a balanced budget and maintain a stable cash flow.	HCCS's bookkeeper retired after working at HCCS for 7 years. HCCS hired a new bookkeeper who received training by the original bookkeeper before she retired. HCCS provided the right tools and assistance for the financial team to remain in tact. The financial operations consists of the bookkeeper enters all revenue and expenditures on a semi-weekly basis. HCCS's accountant from KIWI Partners generates financial statements on a monthly basis and verifies all work entered by the bookkeeper. The Director of Operations oversees all financial operations to ensure that HCCS's Financial Internal Controls Policy is implemented in the accounting system. The Director of Operations reports to the Board of Trustees each month and provides financial statements showing a balanced budget and a stable cash flow. HCCS changed their accounting software from MYOB to Quickbooks.	Interim financial reports during the school year indicate that the school has operated on a balanced budget and maintained a stable cash flow. Director of Operations meets with the Treasurer of the Board of Trustees on a monthly basis to discuss any concerns or updates. Director of Operations emails the BOT financials each month and presents a report at all Board of Trustees meetings.

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Wednesday, July 23, 2014
Updated Wednesday, July 30, 2014

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Charter School Name: 331500860878 HELLENIC CLASSICAL CS

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	5611553
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	473
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	11863

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	620082
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	262945
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	883027
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	473
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	1867

Thank you.

Audited Financial Statement Checklist

Created Friday, October 31, 2014

Page 1

Charter School Name:

1. Please check each item that is included in the 2013-14 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Not Applicable
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Yes

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2013-14 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	Yes
Single Audit	Not Applicable
CSP Agreed Upon Procedures Report	Not Applicable
Management Letter	No

Thank you.

HELLENIC CLASSICAL CHARTER SCHOOL

**FINANCIAL STATEMENTS
AND AUDITOR'S REPORTS**

JUNE 30, 2014 AND 2013

HELLENIC CLASSICAL CHARTER SCHOOL

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HELLENIC CLASSICAL CHARTER SCHOOL

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Independent Auditor's Report on Financial Statements

**Board of Trustees
Hellenic Classical Charter School**

Report on the Financial Statements

We have audited the accompanying financial statements of Hellenic Classical Charter School, which comprise the balance sheet as of as of June 30, 2014 and 2013, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Hellenic Classical Charter School as of June 30, 2014 and 2013, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 23, 2014 on our consideration of Hellenic Classical Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Hellenic Classical Charter School's internal control over financial reporting and compliance.



October 23, 2014

HELLENIC CLASSICAL CHARTER SCHOOL

BALANCE SHEET

JUNE 30, 2014 AND 2013

	<u>2014</u>	<u>2013</u>
ASSETS		
Current assets		
Cash and cash equivalents	\$ 21,521	\$ 4,182
Cash - construction	200,006	
Accounts receivable	28,995	20,590
Government grants and contracts receivable	86,492	169,511
Prepaid expenses and other assets	42,095	6,504
Total current assets	<u>379,109</u>	<u>200,787</u>
Cash - escrow	16,584	46,899
Fixed assets - net (Note 3)	11,188,691	6,670,116
Total assets	<u>\$ 11,584,384</u>	<u>\$ 6,917,802</u>
LIABILITIES AND NET ASSETS		
Current liabilities		
Accounts payable and accrued expenses	\$ 242,665	\$ 168,424
Accounts payable - construction	1,519,345	600,000
Accrued salaries and related liabilities	546,256	585,529
Deferred rent (Note 4)	166,091	28,000
Loan payable (Note 8)	139,600	
Total current liabilities	<u>2,613,957</u>	<u>1,381,953</u>
Loan payable (Note 8)	5,434,816	2,620,867
Total liabilities	<u>8,048,773</u>	<u>4,002,820</u>
Net assets (Exhibit B)		
Unrestricted	3,335,611	2,914,982
Temporarily restricted (Note 10)	200,000	
Total net assets	<u>3,535,611</u>	<u>2,914,982</u>
Total liabilities and net assets	<u>\$ 11,584,384</u>	<u>\$ 6,917,802</u>

See independent auditor's report.

The accompanying notes are an integral part of these statements.

HELLENIC CLASSICAL CHARTER SCHOOL
STATEMENT OF ACTIVITIES

EXHIBIT B

YEARS ENDED JUNE 30, 2014 AND 2013

	Unrestricted	Temporarily Restricted	Total	
			2014	2013 Unrestricted
Operating revenues				
State and local per pupil operating revenues	\$ 6,407,079		\$ 6,407,079	\$ 5,853,362
Government grants and contracts	294,462		294,462	195,055
Foundations and corporate contributions	965	200,000	200,965	9,297
In-kind contributions (Note 6)	90,718		90,718	92,738
Other revenues	41,308		41,308	26,295
Total operating revenues	6,834,532	200,000	7,034,532	6,176,747
Operating expenses				
Program services				
Education	4,716,474		4,716,474	4,499,805
Special education	795,817		795,817	626,789
Total program services	5,512,291		5,512,291	5,126,594
Supporting services				
Management and general	871,698		871,698	766,917
Fund raising	29,914		29,914	29,488
Total supporting services	901,612		901,612	796,405
Total operating expenses (Exhibit C)	6,413,903		6,413,903	5,922,999
Change in net assets (Exhibit D)	420,629	200,000	620,629	253,748
Net assets - beginning of year	2,914,982		2,914,982	2,661,234
Net assets - end of year (Exhibit A)	\$ 3,335,611	\$ 200,000	\$ 3,535,611	\$ 2,914,982

See independent auditor's report.

The accompanying notes are an integral part of these statements.

STATEMENT OF FUNCTIONAL EXPENSES

YEARS ENDED JUNE 30, 2014 AND 2013

	No. of Positions	2014							2013						
		Program Services			Supporting Services				Program Services			Supporting Services			
		Education	Special Education	Total	Management and General	Fundraising	Total	Total	Education	Special Education	Total	Management and General	Fundraising	Total	Total
Personnel service costs															
Instructional	46	\$ 2,038,821	\$ 328,322	\$ 2,367,143			\$ 2,367,143	\$ 1,947,563	\$ 231,801	\$ 2,179,364				\$ 2,179,364	
Non-instructional	12	198,347		198,347	\$ 348,795	\$ 6,201	\$ 354,996	553,343	124,495	124,495	\$ 292,755	\$ 6,201	\$ 298,956	423,451	
Administrative	5	366,764	120,516	487,280	128,397	10,705	139,102	626,382	346,129	112,346	458,475	122,649	10,011	132,660	591,135
In-kind salaries (Note 6)	3	89,056		89,056			89,056	91,320		91,320				91,320	
Total personnel service costs		2,692,988	448,838	3,141,826	477,192	16,906	494,098	3,635,924	2,509,507	344,147	2,853,654	415,404	16,212	431,616	3,285,270
Payroll taxes and related expenses		668,594	115,245	783,839	122,525	4,341	126,866	910,705	665,586	94,724	760,310	114,337	4,462	118,799	879,109
Occupancy (Note 4)		422,201	72,774	494,975	104,737	2,741	107,478	602,453	475,792	67,713	543,505	81,733	3,190	84,923	628,428
Contracted services		245,148	42,256	287,404	44,925	1,592	46,517	333,921	188,691	26,854	215,545	32,414	1,265	33,679	249,224
Supplies and equipment (Note 6)		214,806	37,026	251,832	39,365	1,395	40,760	292,592	207,782	29,571	237,353	35,693	1,393	37,086	274,439
Repairs and maintenance		26,044	4,489	30,533	4,773	169	4,942	35,475	8,876	1,263	10,139	1,525	60	1,585	11,724
Printing and postage		5,840	1,007	6,847	1,070	38	1,108	7,955	4,116	586	4,702	707	28	735	5,437
Professional fees		95,717	16,499	112,216	17,541	621	18,162	130,378	76,218	10,847	87,065	13,093	511	13,604	100,669
Dues and subscription		1,394	240	1,634	256	9	265	1,899	1,994	284	2,278	342	13	355	2,633
Insurance		44,660	7,698	52,358	8,184	290	8,474	60,832	40,655	5,786	46,441	6,984	273	7,257	53,698
Telephone		7,192	1,240	8,432	1,318	47	1,365	9,797	12,003	1,708	13,711	2,062	80	2,142	15,853
Travel		12,584	2,169	14,753	2,306	82	2,388	17,141	2,271	323	2,594	390	15	405	2,999
Food services		20,080	1,654	21,734			21,734	10,176	838	11,014				11,014	
Depreciation and amortization		230,710	39,767	270,477	42,280	1,498	43,778	314,255	249,257	35,473	284,730	42,818	1,671	44,489	329,219
Bad debt												11,362		11,362	11,362
Miscellaneous expenses		28,516	4,915	33,431	5,226	185	5,411	38,842	46,881	6,672	53,553	8,053	315	8,368	61,921
Total expenses (Exhibit B)		\$ 4,716,474	\$ 795,817	\$ 5,512,291	\$ 871,698	\$ 29,914	\$ 901,612	\$ 6,413,903	\$ 4,499,805	\$ 626,789	\$ 5,126,594	\$ 766,917	\$ 29,488	\$ 796,405	\$ 5,922,999

See independent auditor's report.

The accompanying notes are an integral part of these statements.

HELLENIC CLASSICAL CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEARS ENDED JUNE 30, 2014 AND 2013

	<u>2014</u>	<u>2013</u>
Cash flows from operating activities		
Change in net assets (Exhibit B)	\$ 620,629	\$ 253,748
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation and amortization	314,255	329,219
Decrease (increase) in assets		
Accounts receivable	(8,405)	(9,773)
Grants and contracts receivable	83,019	(37,007)
Prepaid expenses and other assets	(35,591)	44,247
Increase (decrease) in liabilities		
Accounts payable and accrued expenses	74,241	(113,155)
Accrued salaries and related liabilities	(39,273)	(19,078)
Deferred rent	138,091	28,000
	<u>1,146,966</u>	<u>476,201</u>
Net cash provided by operating activities		
Cash flows from investing activities		
Decrease (increase) in escrow funds	30,315	25,104
Fixed asset acquisitions	(3,913,485)	(3,868,325)
Increase in construction cash	(200,006)	
	<u>(4,083,176)</u>	<u>(3,843,221)</u>
Net cash used by investing activities		
Cash flows from financing activities		
Draw down on loans	2,953,549	2,620,867
Net change in cash and cash equivalents	17,339	(746,153)
Cash and cash equivalents - beginning of year	<u>4,182</u>	<u>750,335</u>
Cash and cash equivalents - end of year	<u>\$ 21,521</u>	<u>\$ 4,182</u>

See independent auditor's report.

The accompanying notes are an integral part of these statements.

HELLENIC CLASSICAL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

NOTE 1 - NATURE OF ORGANIZATION

Hellenic Classical Charter School ("HCCS") is an education corporation that operates as a charter school in the borough of Brooklyn, New York City. On February 7, 2005, the Board of Regents and the Board of Trustees of the University of the State of New York for and on behalf of the State Education Department granted HCCS a charter valid for a term of five years and renewable upon expiration. On February 9, 2010, HCCS was given an extension to its provisional charter that is valid for an additional five years. HCCS was organized to prepare all students intellectually, socially and emotionally, so they may gain entry to and succeed to the best high schools in New York City. In fiscal years 2014 and 2013, HCCS operated classes for approximately 470 and 430 students in Kindergarten through 8th grade, respectively.

HCCS is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code.

HCCS is funded primarily by state and local per-pupil operating revenues paid through the New York State Department of Education.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of accounting - The financial statements are prepared on the accrual basis of accounting.

Use of estimates - The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash and cash equivalents - Cash and cash equivalents include certain investments in highly liquid debt instruments with original maturities of three months or less.

Accounts receivable and allowance for doubtful accounts - HCCS records receivables based on established rates or contracts for services provided. Bad debt expense is charged if the receivable is determined to be uncollectible based on periodic review by management. Factors used to determine whether an allowance should be recorded include the age of the receivable and a review of payments subsequent to year-end. HCCS does not charge interest on outstanding receivables.

-continued-

HELLENIC CLASSICAL CHARTER SCHOOL**NOTES TO FINANCIAL STATEMENTS****JUNE 30, 2014 AND 2013****NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

Government grants and contracts receivable - Government grants and contracts receivable are recorded for expense-based grants when allowable expenses are incurred and for performance-based grants when milestones are achieved.

Fixed assets - Fixed assets are stated at cost. Items with a cost of \$1,000 or greater and a useful life in excess of one year are capitalized. Fixed assets are depreciated on the straight-line method over their estimated useful lives. Leasehold improvements are amortized over the term of the lease or the life of the asset, whichever is shorter.

Contributions - Unconditional contributions, including promises to give cash and other assets, are reported at fair value at the date the contribution is received. All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. The gifts are reported as temporarily or permanently restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified as unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

The New York City Department of Education provides free and reduced price lunches directly to a majority of the students. Such costs are not included in the financial statements.

State and local per pupil operating revenues - Revenues from the state and local governments resulting from HCCS' charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. These funds are recorded by HCCS when services are rendered.

Government grants and contracts - Revenues from government grants and contracts to which HCCS is entitled are recognized mostly on student enrollment. Some grants are provided for specific educational endeavors, which are not based on student enrollment, and are recorded when related expenditures are incurred by HCCS.

Rent expense - Rent is recorded on the straight-line basis over the term of the lease.

Functional allocation of expenses - The costs of providing services have been summarized on a functional basis. Expenses are allocated among the program and supporting services based on the nature of the expense.

Reclassification - Deferred rent has been reclassified from accounts payable and accrued interest is now reflected within loan payable to conform to current year's presentation.

-continued-

HELLENIC CLASSICAL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Unrestricted net assets - Unrestricted net assets include funds having no restrictions as to use or purpose imposed by the donors.

Temporarily restricted net assets - Temporarily restricted net assets are those whose use by HCCS has been limited by donors to a specific time period or purpose.

Uncertainty in income taxes - HCCS has determined that there are no material uncertain tax positions that require recognition or disclosure in the financial statements. Periods ending June 30, 2011 and subsequent remain subject to examination by applicable taxing authorities.

Subsequent events - Subsequent events have been evaluated through October 23, 2014, which is the date the financial statements were available to be issued.

NOTE 3 - FIXED ASSETS

	<u>2014</u>	<u>2013</u>	<u>Estimated Useful Lives</u>
Furniture and fixtures	\$ 495,889	\$ 468,261	3-5 years
Computer hardware and other equipment	84,114	75,548	3-5 years
Construction in progress	9,804,119	5,007,483	-
Leasehold improvements	<u>2,695,581</u>	<u>2,695,581</u>	4-10 years
	13,079,703	8,246,873	
Accumulated depreciation and amortization	<u>(1,891,012)</u>	<u>(1,576,757)</u>	
Net fixed assets	<u>\$ 11,188,691</u>	<u>\$ 6,670,116</u>	

-continued-

HELLENIC CLASSICAL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

NOTE 4 - LEASE COMMITMENT

In 2013, HCCS entered into a thirty-year noncancelable operating lease for the facility space expiring on June 30, 2042. Annual lease payments commence \$500,000 per annum for the first two years and increase incrementally through the life of the lease. HCCS obtained a credit of \$3,900,060 as a result of improvements to the building projected to be completed in 2014. The credit will be applied against rent payment over the first 15 years of the lease commencing after construction is completed. In addition HCCS is obligated to pay the landlord an additional \$600,000 to compensate them for the inconvenience resulting during construction.

Future minimum payments are as follows:

2015	\$ 525,000
2016	525,000
2017	525,000
2018	551,250
2019	551,250
Thereafter	<u>15,465,003</u>
 Total	 <u>\$ 18,142,503</u>

The rent expense for the years ended June 30, 2014 and 2013 was \$510,039 and \$508,000, respectively. Deferred rent was \$166,091 as of June 30, 2014 and \$28,000 as of June 30, 2013.

NOTE 5 - PENSIONS

HCCS has a defined contribution retirement plan with Teachers Insurance and Annuity Association and College Retirement Equities Fund which covers substantially all full-time employees. HCCS contributes an amount equal to 3% in 2014 and 3% in 2013 of the employee's contribution to the Plan up to the legal maximum amount allowed. Pension expense under this plan for the years ended June 30, 2014 and 2013 was \$47,582 and \$83,704, respectively.

-continued-

HELLENIC CLASSICAL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

NOTE 6 - IN-KIND CONTRIBUTION

HCCS records an in-kind contribution from the Greek Consulate as follows:

	<u>2014</u>	<u>2013</u>
Greek teacher's salary	\$ 89,056	\$ 91,320
Greek textbooks	<u>1,662</u>	<u>1,418</u>
	<u>\$ 90,718</u>	<u>\$ 92,738</u>

The amounts are shown as revenue and expense on the statement of activities each year.

NOTE 7 - CONTINGENCIES

Certain grants and contracts may be subject to audit by the funding source. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 8 - LOAN PAYABLE

In 2012, HCCS entered into a leasehold mortgage agreement with Hudson Valley National Bank in the amount of up to eight million dollars (\$8,000,000) in order to finance leasehold improvements to the school and finance all or a portion of a construction loan previously obtained. The loan is secured by the building and its contents. As of June 30, 2014, \$5,574,416 and as of June 30, 2013, \$2,620,867 has been drawn down from the bank. The interest rate on the loan is The Wall Street Journal's prime rate plus one and a half percent (1.5%), but in no event less than six percent (6.0%). The interest rate as of June 30, 2014 and as of June 30, 2013 is 6.0%. Accrued interest of \$301,647 in 2014 and \$77,241 in 2013 are included in the drawdown balances and have been capitalized in construction in progress.

In September 2014, HCCS modified the construction loan to increase the balance to \$8,280,000. Monthly payments of principal and interest commence in October 2014 based on a amortization period of 25 years. Interest on the loan is at 4.5% per annum. The loan matures on September 5, 2019. A balance payment of \$7,273,075 is due at maturity.

-continued-

HELLENIC CLASSICAL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

NOTE 8 - LOAN PAYABLE (continued)

Principal payments are due as follows:

2015	\$ 139,600
2016	193,602
2017	202,496
2018	211,798
2019	221,529
Thereafter	<u>4,605,391</u>
	<u>\$ 5,574,416</u>

NOTE 9 - CONCENTRATIONS

Financial instruments which potentially subject HCCS to a concentration of credit risk are cash accounts with financial institutions in excess of FDIC insurance limits.

HCCS obtained approximately 91% and 95% of its operating revenues in 2014 and 2013, respectively, through its charter from New York State.

NOTE 10 - TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets are available for the following purpose:

Gymnasium stage	<u>\$ 200,000</u>
-----------------	-------------------



**Report on Internal Control Over Financial Reporting and on Compliance and
Other Matters Based on an Audit of Financial Statements Performed
in Accordance with Government Auditing Standards**

Independent Auditor's Report

**Board of Trustees
Hellenic Classical Charter School**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Hellenic Classical Charter School, which comprise the balance sheet as of June 30, 2014, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 23, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Hellenic Classical Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Hellenic Classical Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Hellenic Classical Charter School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify certain deficiencies in internal control, described in the accompanying schedule of findings and questioned costs that we considered to be significant deficiencies (2014-001).

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Hellenic Classical Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and questioned costs as item 2014-001.

Hellenic Classical Charter School's Response to Finding

Hellenic Classical Charter School's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. Hellenic Classical Charter School's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



October 23, 2014

HELLENIC CLASSICAL CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2014

Financial Statement Findings

2014-001 Cash-Escrow

Criteria

HCCS is required to maintain a separate escrow account of no less than \$70,000 to pay for expenses if dissolution occurs.

Condition/Context

HCCS did not maintain the minimum balance in its escrow account.

Effect

A failure to maintain a minimum of \$70,000 in the escrow account is deemed a violation of the charter.

Cause

Management borrowed money out of the escrow account.

Recommendation

We recommend that HCCS replenish the required minimum amount in the escrow account.

View of Responsible Officials and Planned Corrective Actions

See corrective action plan.



The Hellenic Classical Charter School

646 5th Avenue

Brooklyn, New York, 11215

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

www.hccs-nys.org

Christina Tettonis
PRINCIPAL

Natasha Caban
ASSISTANT PRINCIPAL

Joy Petrakos
DIRECTOR OF OPERATIONS

Corrective Action Plan

2014-001 Cash-Escrow

We concur with the finding. The finding has been reviewed with management and staff. Corrective action has been taken and the school has transferred the appropriate level of funds into the account.

<Enter School Name Here>

PROJECTED BUDGET FOR 2014-2015

July 1, 2014 to June 30, 2015

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	7,196,800	48,902	-	-	-	7,245,702
Total Expenses	5,412,740	630,767	-	17,708	1,252,709	7,313,924
Net Income	1,784,060	(581,865)	-	(17,708)	(1,252,709)	(68,222)
Actual Student Enrollment	-	-	-	-	-	-
Total Paid Student Enrollment	435	45	-	-	-	480

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
-------------------	-------------------	-------	-------------	----------------------	-------

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

District of Location

\$13,777.00

School District 2 (Enter Name)

School District 3 (Enter Name)

School District 4 (Enter Name)

School District 5 (Enter Name)

Special Education Revenue

Grants

Stimulus

Other

Other State Revenue

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

1,086.71

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other Federal Revenue

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

Erate Reimbursement

Interest Income, Earnings on Investments,

NYC-DYCD (Department of Youth and Community Developmt.)

Food Service (Income from meals)

Text Book

Other Local Revenue

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

TOTAL REVENUE

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

Instructional Management

Deans, Directors & Coordinators

CFO / Director of Finance

Operation / Business Manager

Administrative Staff

TOTAL ADMINISTRATIVE STAFF

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular

Teachers - SPED

Substitute Teachers

Teaching Assistants

Specialty Teachers

Aides

Therapists & Counselors

In kind Greek teacher salaries

	76.0%	10.6%	-	0.5%	12.9%	100.0%
Executive Management	-	-	-	-	-	-
Instructional Management	2.00	-	-	-	358,614	358,614
Deans, Directors & Coordinators	2.00	99,812	-	-	-	99,812
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	100,790	100,790
Administrative Staff	3.00	-	-	-	160,254	160,254
TOTAL ADMINISTRATIVE STAFF	8	99,812	-	-	619,658	719,470
Teachers - Regular	19.00	913,786	-	-	-	913,786
Teachers - SPED	3.00	-	175,899	-	-	175,899
Substitute Teachers	1.00	47,984	11,996	-	-	59,980
Teaching Assistants	5.00	148,484	-	-	-	148,484
Specialty Teachers	12.00	1,024,981	53,946	-	-	1,078,927
Aides	2.00	56,700	-	-	-	56,700
Therapists & Counselors	2.00	124,226	6,538	-	-	130,764
In kind Greek teacher salaries	-	91,320	-	-	-	91,320

List exact titles and staff FTE's (Full time equivalent)

Principal and Asst. Principal

Director of Operations

Project Boost

In kind expense from the Greek Consulate

NYS Dissemination Grant

Greek consulate in kind donation

PTA contributions

<Enter School Name Here>

PROJECTED BUDGET FOR 2014-2015

July 1, 2014 to June 30, 2015

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

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Net Income	1,784,060	(581,865)	-	(17,708)	(1,252,709)	(68,222)
Actual Student Enrollment	-	-	-	-	-	-
Total Paid Student Enrollment	435	45	-	-	-	480

		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Other	2.00	114,000	6,000	-	-	-	120,000	\$100k in PICCS incentives and \$20k Greek teacher stipend
TOTAL INSTRUCTIONAL	46	2,521,481	254,379	-	-	-	2,775,860	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	1.00	19,308	-	-	-	-	19,308	
Custodian	2.00	-	-	-	-	71,958	71,958	
Security	2.00	-	-	-	-	100,559	100,559	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	5	19,308	-	-	-	172,517	191,825	
SUBTOTAL PERSONNEL SERVICE COSTS	59	2,640,601	254,379	-	-	792,175	3,687,155	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		214,015	29,811	-	1,402	36,475	281,703	
Fringe / Employee Benefits		341,323	47,544	-	2,237	58,173	449,276	
Retirement / Pension		34,187	4,762	-	224	5,827	45,000	
TOTAL PAYROLL TAXES AND BENEFITS		589,525	82,116	-	3,863	100,475	775,979	
TOTAL PERSONNEL SERVICE COSTS		3,230,126	336,496	-	3,863	892,649	4,463,134	
CONTRACTED SERVICES								
Accounting / Audit		51,813	7,217	-	340	8,831	68,200	
Legal		22,792	3,175	-	149	3,884	30,000	
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		26,590	3,704	-	174	4,532	35,000	
Payroll Services		15,954	2,222	-	105	2,719	21,000	payroll administration, pension administration and health ins administration
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		29,097	4,053	-	191	4,959	38,300	contractual instructional arts and chess and contractual technology services
TOTAL CONTRACTED SERVICES		146,246	20,371	-	958	24,925	192,500	
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials		26,210	3,651	-	172	4,467	34,500	
Special Ed Supplies & Materials		-	-	-	-	-	-	
Textbooks / Workbooks		7,155	997	-	47	1,219	9,418	
Supplies & Materials other		-	-	-	-	-	-	
Equipment / Furniture		30,222	4,210	-	198	5,151	39,780	
Telephone		3,039	423	-	20	518	4,000	
Technology		-	-	-	-	-	-	
Student Testing & Assessment		34,187	4,762	-	224	5,827	45,000	student testing services
Field Trips		-	-	-	-	-	-	
Transportation (student)		-	-	-	-	-	-	
Student Services - other		-	-	-	-	-	-	
Office Expense		16,714	2,328	-	110	2,849	22,000	
Staff Development		50,901	7,090	-	334	8,675	67,000	contractual professional development services
Staff Recruitment		-	-	-	-	-	-	
Student Recruitment / Marketing		6,078	847	-	40	1,036	8,000	
School Meals / Lunch		-	-	-	-	-	-	
Travel (Staff)		760	106	-	5	129	1,000	
Fundraising		-	-	-	-	-	-	
Dissemination Grant expenses		205,087	28,567	-	1,344	34,954	269,952	reimbursable grant, income in revenue section, zero net effect
Other		1,519	212	-	10	259	2,000	subscriptions, bank charges
TOTAL SCHOOL OPERATIONS		381,872	53,192	-	2,502	65,084	502,650	
FACILITY OPERATION & MAINTENANCE								
Insurance		37,986	5,291	-	249	6,474	50,000	
Janitorial		9,117	1,270	-	60	1,554	12,000	maintenance supplies

<Enter School Name Here>

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	7,196,800	48,902	-	-	-	7,245,702	
Total Expenses	5,412,740	630,767	-	17,708	1,252,709	7,313,924	
Net Income	1,784,060	(581,865)	-	(17,708)	(1,252,709)	(68,222)	
Actual Student Enrollment	-	-	-	-	-	-	
Total Paid Student Enrollment	435	45	-	-	-	480	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Building and Land Rent / Lease	245,640	34,216	-	1,610	41,865	323,331	
Repairs & Maintenance	8,737	1,217	-	57	1,489	11,500	
Equipment / Furniture	-	-	-	-	-	-	
Security	4,938	688	-	32	842	6,500	fire alarms and inspections
Interest Expense - LOC	15,194	2,116	-	100	2,590	20,000	Line of Credit to landlord
Construction loan - principle and interest	453,786	63,209	-	2,974	77,340	597,309	School expansion construction loan payment - principle and interest
Construction hard costs and key money to landlord	759,717	105,823	-	4,979	129,481	1,000,000	
Utilities	49,382	6,878	-	324	8,416	65,000	
TOTAL FACILITY OPERATION & MAINTENANCE	1,584,497	220,708	-	10,383	270,051	2,085,640	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	70,000	-	-	-	-	70,000	The school will deposit an additional 5K this school year
TOTAL EXPENSES	5,412,740	630,767	-	17,708	1,252,709	7,313,924	
NET INCOME	1,784,060	(581,865)	-	(17,708)	(1,252,709)	(68,222)	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location			-				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	-	-	-				
REVENUE PER PUPIL	-	-	-				
EXPENSES PER PUPIL	-	-	-				

Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 23, 2014

Page 1

331500860878 HELLENIC CLASSICAL CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Wednesday, July 23, 2014

Page 1

331500860878 HELLENIC CLASSICAL CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Charles Capetanakis	Chair/President	Yes	Law, Facility, Finances	9 terms served	ALL
2	Nikolaos Leonardos	Treasurer	Yes	Facility and Finances	9 terms served	
3	Harvey Newman	Secretary	Yes	Education	9 terms served	
4	Effie Lekas	Member	Yes	Education	9 terms served	
5	Nik Mathews	Member	Yes	Facility and Finances	9 terms served	
6	Dean Angelakos	Member	Yes	Facility and Finances	5 terms served	
7	Liana Theodoratou	Member	Yes	Education	9 terms served	

2. Total Number of Members Joining Board during the 2013-14 school year

0

3. Total Number of Members Departing the Board during the 2013-14 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

11

5. How many times did the Board meet during the 2013-14 school year?

4

6. How many times will the Board meet during the 2014-15 school year?

10

Thank you.



The Hellenic Classical Charter School

646 5th Avenue

Brooklyn, New York, 11215

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

www.hccs-nys.org

Christina Tettonis
PRINCIPAL

Natasha Caban
ASSISTANT PRINCIPAL

Joy Petrakos
DIRECTOR OF OPERATIONS

APPENDIX H: Enrollment and Retention Efforts

In an effort for outreach to English Language Learners and Special Ed Students, HCCS continues to advertise in the Spanish local newspaper, El Especialito, the Brooklyn Parent newspaper and The National Herald newspaper. All three newspapers are popular in the Park Slope and Sunset Park area. This marketing initiative has helped our team to specifically target more English Language Learners to apply for admission at HCCS. As a result, HCCS had a total of 159 Hispanic students register in school year 13-14 versus 133 Hispanic students in school year 12-13.

HCCS's ELL student population is at 4%. This is 1% higher than last year.

HCCS is a lottery school with limited space in all grades. During the Application and Lottery period for school year 2013 – 2014, HCCS tracked their wait list for prospective English Language Learners and Special Education students. HCCS registered 5 new students with IEP's and added another 5 existing students to Special Ed as well as 5 new ELL's. HCCS closed the 13-14 school year with 41 students. In addition for the upcoming school year 2014-2015, HCCS has enrolled 7 new students with IEP's and 5 ELL's (projected). HCCS continues to reach out to the community through their annual 3 open houses in December, February and March.

HCCS continues to service English Language Learners and Special Education students by certified teachers in English as a Second Language and Special Education. We continue to be members in the NYC Special Education and English Language Learner Collaborative.

In addition, HCCS's website translates the school's information in to 44 languages and there are Spanish speaking and Greek speaking staff at the open houses to help with the translations to any parent that may need the school's information translated.

HCCS is a School Wide Title 1 school with a 63% free and reduced student population.

Appendix I: Teacher and Administrator Attrition

Created Wednesday, July 23, 2014

Page 1

Charter School Name: 331500860878 HELLENIC CLASSICAL CS

Instructions for completing the Teacher and Administrator Attrition Tables
ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
34	8	6

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
3	0	0

Thank you

Appendix J: Uncertified Teachers

Created Wednesday, July 23, 2014

Page 1

Charter School Name: 331500860878 HELLENIC CLASSICAL CS

Note Definition of FTE:

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf)

How many UNCERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2013-14?

For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

	FTE
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	1
Total FTE (Sum of all Uncertified Teaching Staff)	1

How many CERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2013-14?

35

Thank you.

Hellenic Classical Charter School Organization Chart 2013 -2014

Hellenic Classical Charter School Board of Trustees
Charles Capetanakis, Board Chairperson

Principal
Christina Tettonis

Assistant Principal

Director of Operations
Joy Petrakos

Guidance Counselor,
Dean of Discipline

Instructional Staff
ALL TEACHERS and
TEACHER ASSISTANTS

Administrative
Assistants, School Aides,
DOE Food Service Staff

Custodian & Security

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 08, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/67b6c>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Nikiforos Mathews

2. Charter School Name:

Hellenic Classical Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 08, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/b6239>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

NIKOLAOS LEONARDOS

2. Charter School Name:

Hellenic Classical Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Treasurer

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

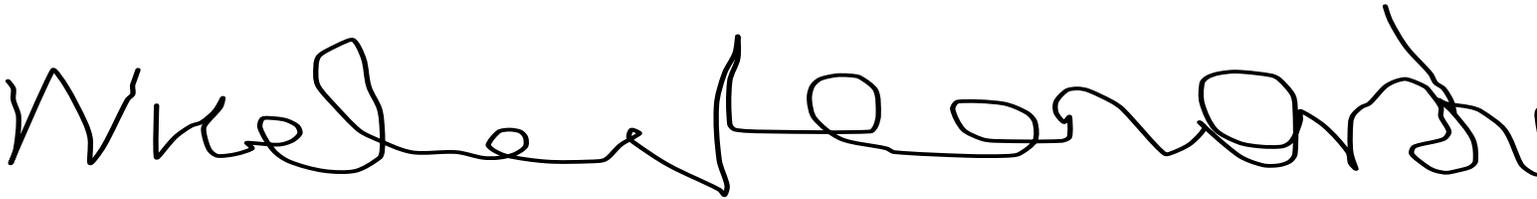
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "W. J. [unclear]". The signature is written in a cursive style with large, sweeping letters.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 09, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/67918>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Charles Capetanakis

2. Charter School Name:

Hellenic Classical Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

Yes

13a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1	7/1/13-6/30/14	My Wife has been employed at school since 2008	Did not vote or participate in discussion	Dena Capetanakis, wife
2				
3				
4				
5				

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee



Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 09, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/37cd5>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Harvey Newman

2. Charter School Name:

Hellenic Classical Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Secretary
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

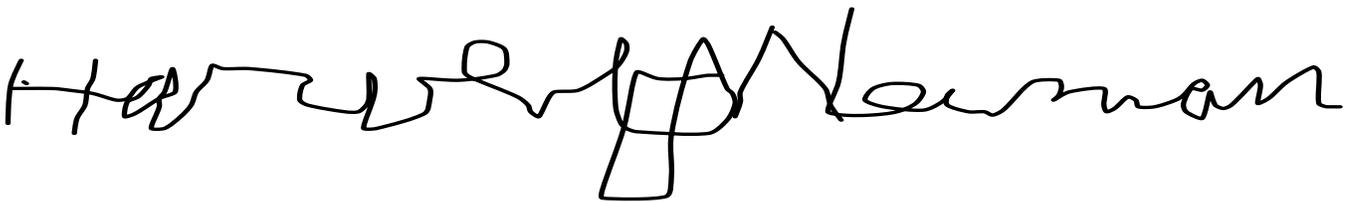
14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

Yes

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1				
2				
3				
4				
5				

Signature of Trustee



Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 08, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/f2ef6>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Effie Lekas

2. Charter School Name:

Hellenic Classical Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee