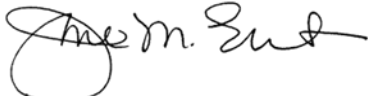





TO: P-12 Education Committee

FROM: Jhone M. Ebert 

SUBJECT: Charter Schools: Initial Application Authorized by the Board of Regents

DATE: November 29, 2018

AUTHORIZATION(S): 

SUMMARY

Issue for Decision

The Department recommends that the Board of Regents consider, approve, and issue an initial charter and provisional charter for the following proposed charter school:

1. Hellenic Classical Charter School - Staten Island (proposed to locate in CSD 31)

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will be before the Board of Regents P-12 Education Committee and the full Board for action at the December 2018 Regents meeting.

Procedural History

Under the New York Charter Schools Act of 1998, the Board of Regents is authorized to approve applications for initial charters.

Background Information

The Charter Cap

Chapter 101 of the Laws of 2010 increased the cap on the number of charters that can be issued in New York State from 200 to 460. The law also designated the Board of Regents and the Board of Trustees of the State University of New York (SUNY) as the authorizers for the additional 260 charters (130 charters to be issued by each, with no more than 57 in New York City) and required that the two chartering entities create competitive Request for Proposals (RFP) processes for applications for the additional 260 charters. The law dictated the timetable for the RFPs that were issued in 2010, 2011, 2012, and 2013 and left the timetable for the release of RFPs in subsequent years to be determined by the Board of Regents and SUNY. The 2015 legislative amendment allows 22 charters that have been surrendered, revoked, terminated, or not renewed to be reissued by the Board of Regents or SUNY through an application process. As of this date, there are 110 total charters available.¹ Chapter 20 of the Laws of 2015 imposed a limit of fifty new charters in New York City. A [Charter School Fact Sheet](#) outlining the number of charters issued and those currently remaining can be found at (<http://www.p12.nysed.gov/psc/facts/nyscsfactsheet7112018.pdf>)

The Board of Regents New Charter School Process

Phase I – Letter of Intent:

Each applicant group must submit a letter of intent that provides a brief description of the school mission and design, the proposed student population (including plans to meet enrollment and retention targets), evidence of community outreach efforts and community support, a proposed school district and/or proposed facility, information about the founding group, and anticipated members of the initial board of trustees.

Phase II – Full Application:

Each applicant group must submit a written application that provides the full design of the proposed school, including instructional model and approach, targeted student population, organizational structure, and financial plan. The Full Application is structured to objectively evaluate the proposed school's educational alignment and operational compliance to the requirements and educational priorities of the Charter Schools Act. Each accepted application is rigorously evaluated through a peer-review process by a three-member expert panel including national consultants, reviewers who are current educators in public schools or universities within New York State and across the nation, and experienced Department staff in the Charter School Office (CSO). The applications were also reviewed by the Office of Bilingual Education and World Languages (OBEWL), and the Office of Special Education (OSE).

¹ This is exclusive of applicant groups approved by the SUNY Trustees that have yet to go into effect.

Phase III – Capacity Interviews:

Each applicant group attends an interview to discuss the application and to demonstrate that they have the will, skill, knowledge, and capacity to successfully launch and operate the proposed school.

Phase IV – Request for Modifications:

Each applicant group makes technical modifications to their applications, as necessary and requested by the Department.

In addition to the above, throughout the chartering process, the Department reviews public comments provided through formal public hearings (required to be conducted by the school district of location for the proposed school) and through direct communication with the Department's Charter School Office. Recommendations to award new charters are made to the Board of Regents by the Commissioner. These recommendations are given to groups with a strong educational plan and a presentation that demonstrates their readiness to launch and operate a highly effective public school. Based on a synthesis of information gathered throughout all stages of the process, the Department presents its recommendations to the Board.

The 2018 Board of Regents Application Process: Round 2

In Round 2 of the 2018 application and review process, the Charter School Office received:

- 29 applicant group Letters of Intent submitted by the July 9, 2018 deadline;
- 23 applicant groups were invited to submit a full application, and 19 applicant groups did submit full applications by the August 16, 2018 deadline;
- 10 applicant groups were invited to a Capacity Interview. The interviews were held in Albany, New York between September 11-25, 2018; and
- 7 applicant groups were recommended to, and approved by, the Board of Regents at the November 5-6, 2018 meeting and 1 applicant group is being recommended to the Board of Regents for approval at the December 10-11, 2018 meeting.

A Summary of the 2010-2018 charter school application cycles is included below as **Attachment A**. The 2018 RFP timeline for applicants seeking to establish new charter schools authorized by the Board of Regents is as follows:

2018 Application Cycles			
Submission Rounds	Letter of Intent	Full Application	Regents Action
Round 1	February 8	March 14	June 11-12
Round 2	July 9	August 16	November 5-6 and December 10-11

The Department recommends that the Board of Regents issue an initial charter and provisional charter for the applicant listed on page 1, which would add 450 seats for families in New York City. The Charter School Application Summary, Findings, and Recommendations for the proposed new school is included below as **Attachment B**. The application for this school is available electronically [Application](http://www.p12.nysed.gov/psc/startcharter/StartCharter2018.html) (<http://www.p12.nysed.gov/psc/startcharter/StartCharter2018.html>)

Related Regents Items:

[2018 Round 2 RFP November 2018](https://www.regents.nysed.gov/common/regents/files/1118p12a1.pdf) – Initial Applications Authorized by the Board of Regents in November 2018
(<https://www.regents.nysed.gov/common/regents/files/1118p12a1.pdf>)

[2018 Round 1 RFP](https://www.regents.nysed.gov/common/regents/files/618p12a3.pdf) – Initial Applications Authorized by the Board of Regents
(<https://www.regents.nysed.gov/common/regents/files/618p12a3.pdf>)

Recommendation

VOTED: That the Regents find that: (1) the proposed charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues a charter and provisional charter to the **Hellenic Classical Charter School – Staten Island** for a term of five years in accordance with §2851(2)(p) of the Education Law.

Timetable for Implementation

The Regents action is effective immediately.

Attachment A

SUMMARY OF 2010-2018 CHARTER SCHOOL APPLICATION CYCLES

Regents RFP Cycle	Letters of Intent Submitted	Full Applications Submitted	Charters Issued By BOR (# in NYC)²
2010	39	35 prospectuses were submitted; 16 applicants were invited to submit full applications; 15 full applications were submitted	Regents: 7(5)
2011	100	80 prospectuses were submitted; 37 applicants were invited to submit full applications; 36 full applications were submitted	Regents: 9(7)
2012 Round 1	30	20 applicants were invited to submit full applications; 14 full applications were submitted	Regents: 3(3)
2012 Round 2	54	37 applicants were invited to submit full applications; 25 full applications were submitted	Regents: 10(8)
2012 Round 3	24	24 applicants were invited to submit full applications; 12 full applications were submitted	Regents: 0(0)
2013	99	60 applicants were invited to submit full applications; 55 full applications were submitted	Regents: 8(6)
2014 Round 1	31	15 applicants were invited to submit full applications in either Round 1 or Round 2; 11 full applications were submitted for review	Regents: 2(1)
2014 Round 2	51	18 applicants were invited to submit full applications; 15 full applications were submitted for review	Regents: 3(3)

² The 2015 legislative amendments to the Charter Schools Act takes the cap remaining under the 2007 and 2010 legislation (159) and provides for the reissuance of 22 charters, for a total of 181 charters to be used by either the Regents or SUNY. Chapter 20 of the Laws of 2015 imposed a limit of 50 new charters in New York City.

Regents RFP Cycle	Letters of Intent Submitted	Full Applications Submitted	Charters issued by BOR (# in NYC)
2015 Round 1	38	15 applicants were invited to submit full applications 15 full applications were submitted for review	Regents: 0(0)
2015 Round 2	51	17 applicants were invited to submit full applications 11 full applications were submitted for review	Regents: 3(2)
2015 Round 3	N/A	Letters of Intent Waived 15 full applications were submitted for review	Regents: 1(1)
2016 Round 1 (June)	11	11 applicants were invited to submit full applications 11 full applications were submitted for review	Regents: 3(2)
2016 Round 2 (November)	25	15 applicants were invited to submit full applications 14 full applications were submitted for review	Regents: 3(2)
2016 Round 2 Continued (December)	25	15 applicants were invited to submit full applications 14 full applications were submitted for review	Regents: 1(0)
2017 Round 1 (June)	17	13 applicants were invited to submit full applications 10 full applications were submitted for review	Regents: 3(3)
2017 Round 2 (November)	28	21 applicants were invited to submit full applications 18 full applications were submitted for review	Regents: 5(5)
2018 Round 1 (June)	19	14 applicants were invited to submit full applications 11 full applications were submitted for review	Regents: 6(6)
2018 Round 2 (November/December)	29	23 applicants were invited to submit full applications 19 full applications were submitted for review	Regents: 8(7) (7 approved in November; 1 pending approval in December)



New York State Education Department Charter School Office

Charter School Application Summary, Findings and Recommendation

Application in response to the
New York State Education Department
2018 Round 2 Request for Proposals to Establish
the Proposed Charter School Authorized by the Board of Regents:

Hellenic Classical Charter School - Staten Island

December 2018

Table 1: Summary of the Proposed School

Name of Charter School	Hellenic Classical Charter School - Staten Island
Lead Applicant(s)	Charles Capetanakis
District of Location	NYC CSD 31 (Staten Island)
Opening Date	Fall 2019
Projected Charter Term	September 4, 2019 – June 30, 2024
Management Company	None
Facility	Private Space
Projected Grade Span/Enrollment during Charter Term	Year 1 (SY 2019-20): K-1/ 150 Year 2 (SY 2018-19): K-2/ 225 Year 3 (SY 2019-20): K-3/ 300 Year 4 (SY 2020-21): K-4/ 375 Year 5 (SY 2021-22): K-5/ 450
Planned Grade Span (beyond Initial Charter Term)³	K-8
Mission Statement	The Hellenic Classical Charter School - Staten Island - (“HCCS-SI”) will provide a diverse student body with a rigorous education in a dynamic environment. Using a standards-based curriculum, enriched with the Greek and Latin languages, and the classics woven throughout, students will engage in dialogue using the Socratic method to become critical thinkers. Students will become college and career ready and well-prepared to succeed and contribute to the global community as responsible citizens.

The Hellenic Classical Charter School - Staten Island (“HCCS-SI”), modeled on the successful HCCS-Park Slope (“HCCS-PS”), a charter school located in NYC CSD 15 (Brooklyn) that has a long and consistent history of success and has been designated a High Performing Reward School by the NYS Education Department for four consecutive years. Like HCCS-PS, HCCS-SI will provide a diverse student body with a rigorous education in a dynamic environment. Using a standards-based curriculum, enriched with Greek and Latin languages and the classics woven throughout, students will engage in dialogue using the Socratic method to become critical thinkers. Students will become college and career ready and well-prepared to succeed and contribute to the global community as responsible citizens.

³ The charter school will need to request a subsequent material charter revision to serve grade levels beyond those authorized during its initial charter term.

At HCCS-SI, students will gain a global perspective as they build core skills in all academic areas and develop the social-emotional skills necessary to sustain them throughout their lives. The goals of the HCCS-SI are to establish and maintain: high academic attainment and continuous improvement for all students; an engaging, inclusive and supportive learning environment for all students; and the school as a well-run organization capable of sustaining long-term success.

Key Design Elements

The key design elements for Hellenic Classical Charter School - Staten Island are:

- *A rigorous classical education that is rich in challenging content.* HCCS-SI will provide rigorous instruction in a classical education model that uses standards-based curriculum, didactic instruction, coaching, and intensive academic support. HCCS-SI will blend the Paideia Model for instruction that mixes the rigors of a classical education with inclusive teaching and learning with the Workshop Model, which is based on Howard Gardner's theory of multiple intelligences and Benjamin Bloom's work regarding strategies to help students engage in the highest levels of thinking. Because this proposed model differentiates and individualizes instruction, the model is highly effective with at-risk populations, including English Language Learners/Multilingual Learners (ELL/MLL) students, Title I students, special education students, and academically gifted students.
- *Supplementing instruction with classical study of the Greek and Latin languages, as well as history, art and other cultural and classical studies.* The Greek instruction program, which includes acquisition of the Greek language and the study of Greek history and culture within a rigorous academic model that includes the standards-based curriculum, will provide students with unique and outstanding educational experiences that support their growth and improve their competitiveness in the global economy. HCCS-SI will implement this program in consultation with the Greek Ministry of Education, which has provided support for HCCS-PS over the past 13 years. The alignment of the Greek program curriculum with the ELA curriculum will ensure that the reading, writing and language arts instruction in English and in Greek are complimentary. In short, because of Greek and Latin studies, HCCS-SI graduates will be familiar with the roots of over 90% of the words in the English language.
- *Preparing students for long-term academic success.* HCCS-SI will focus on college and career readiness. At the elementary level, HCCS-SI will build the foundations that students and parents need to establish the expectations and habits of mind necessary for long-term academic success. As the school expands to include the middle grades, HCCS-SI will continue to work with students and families to help them understand the high school admissions process, college preparation, and other practices that will support them in preparing for, selecting and applying for entrance into high quality high schools.

Education Plan

HCCS-SI will base their academic program on the successful HCCS-PS model. Like HCCS-PS, HCCS-SI has committed to preparing a diverse student body for long-term academic success and global citizenship through a rigorous, dynamic educational environment. Specifically, this mission will be realized through:

- Using a standards-based curriculum, enriched with the Greek language.
- The implementation of culturally-responsive curricula at the core of all teaching and learning that supports and celebrates learning for all students.
- Implementing the Paideia Model (Socratic method) to advance balanced learning of content knowledge and higher order thinking.
- Implementing the Workshop Model to support individualized instruction in heterogeneous classrooms.
- Promoting an inclusive learning environment where students of all abilities and background are held to high expectations.
- Helping students develop their social emotional skills, including self-awareness, self-management, social awareness, interpersonal skills, decision-making skills and responsible behaviors.

HCCS-SI will utilize curriculum that has a long and consistent history of success at HCCS-PS. If HCCS-SI is awarded a charter, efforts will continue to refine the curriculum with the support of HCCS-PS educators.

Instruction at HCCS-SI will be based on three key strategies, the Paideia Model (Socratic method), the Workshop Model, and inclusive learning environments. The balanced integration of these components will assure integration of content and higher order thinking for all students in an individualized instructional setting.

School Culture

HCCS-SI will develop an inclusive school culture where students, parents, teachers, staff and school leaders are deeply committed to students' long-term success, academically, socially, and emotionally. With the understanding that all students can learn, a school culture of trust will be developed by fostering positive relationships and promoting a supportive environment. HCCS-SI will provide students with a holistic educational experience that includes a keen understanding of academic content as well as the soft skills they will need throughout life. Like the culturally relevant pedagogy employed at HCCS-PS, all students are encouraged to celebrate their differences, cultures, and native/home languages.

Special Populations and Related Services

HCCS-SI will implement a comprehensive student support system to ensure all students (including those at risk of academic failure, Students with Disabilities (SWDs), ELLs/MLLs, homeless students, and gifted and talented students) thrive in an academically rigorous and culturally responsive environment. The school is committed to equipping all students, whatever their needs, with the academic and character foundation needed for future success.

Students with Disabilities: HCCS-SI is committed to an inclusive learning environment where students with disabilities will be welcomed and educated in the least restrictive environment with their non-disabled peers to the extent permitted in students' IEPs. All special education programs and services will be provided in accordance with Education Law 2853(4)(a) and applicable federal laws and regulations. The HCCS-SI special education staff will work in general education classrooms with special education students individually and in small groups and provide resource room services. They will function as special education consultants to the overall school community and ensure that classroom teachers are knowledgeable about the needs of those students with disabilities they teach.

English Language Learners and Multilingual Learners: The goal of the HCCS-SI program will be to develop English language and academic skills among ELL and MLL students while ensuring that the student's native/home language is supported through culturally relevant curricula and culture. Content instruction will be provided in English with instructional methods to make content comprehensible. Teachers will utilize special instructional strategies for delivering content for English language learners in English. At HCCS-SI, students will receive instruction from their classroom teachers and, as needed, discrete English as a Second Language (ESL) instruction from ESL co-teachers. HCCS-SI will use the standards document entitled, *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language* as a guide to ensure that ELL and MLL students have the same opportunities and meet the same standards as the general student population. Professional development for teachers and administrators in instructional methodology appropriate for language learners will be provided.

Recruitment

HCCS-SI will use a variety of strategies to achieve the desired diversity, including visits to pre-schools and day cares, distributing information about the school in multiple languages, and holding open houses to demonstrate how a diverse community of learners can be educated.

Students with Disabilities: Pre-school programs that serve Students with Disabilities (SWDs) exclusively will be targeted. Marketing strategies that encourage applicants with disabilities to apply will be used, including: special marketing materials aimed at students with disabilities, emphasizing the school's range of services and accommodations, and outreach to the CSD 31's Committee on Special Education (CSE) and Community Education Council (CEC).

English Language Learners: HCCS-SI will hold a lottery preference for ELLs/MLLs. Similarly, the school will reach out to pre-school programs with large communities of ELLs/MLLs. The school will place advertisements in local Spanish-language media, host targeted informational sessions for non-English speaking students in both English and Spanish and provide recruitment materials in multiple languages that highlight the unique services offered for ELL/MLL students.

Economically Disadvantaged Students: The school plans to actively recruit from the CSD 31 community to enroll the same or greater percentages of economically disadvantaged students, specifically targeting programs such as Head Start that serve low-income families.

Retention

Academic benchmarks based on data from formative and summative assessments, social/emotional benchmarks based on SEL assessments, and specific plans to support each student in reaching those benchmarks will be set. Teachers will regularly communicate with parents/guardians about their student's performance and growth. By differentiating the full educational program for each student, HCCS-SI will increase the likelihood that students will remain at the school where their needs are being met.

Students with Disabilities: The school will work with the local CSE to ensure that all students with disabilities receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Following best practices in educating SWDs, the school will work closely with parents to transition students from early intervention services to school-age services as they enter kindergarten. Using the Individualized Education Program (IEP) as an evolving document that recognizes and addresses students' changing needs as they grow and develop, the school will be able to ensure that SWDs remain at HCCS-SI through fifth grade.

English Language Learners: The school will employ ESL specialists to work with classroom teachers one-on-one to help them review benchmarks for their ELL/MLL students, and work in teams to align curriculum and integrate cross-curriculum projects, making sure individual student needs are met. Because learning Greek and Latin is a core part of the school's curriculum design, teachers will be fully trained in multiple language acquisition strategies and the school's structure (scheduling, support services, etc.) will be aligned with best practices for supporting multiple language acquisition across the grade levels.

Economically Disadvantaged Students: HCCS-SI will follow best practices to help ensure that economically disadvantaged students get the support they need to be successful from the first day of school, including a transition to the kindergarten program that helps students understand the similarities and differences between their preschool experiences and kindergarten and will help orient students to the overall school experience. The school hopes to offer a Universal Pre-K program by Year 3 of the charter to help economically disadvantaged students gain the early childhood experiences that set the stage for long-term academic success. After-school programming that provides additional resources and support such as tutoring, enrichment activities, and one-on-one counseling with teachers and advisors will also be offered.

Community Outreach

HCCS-SI has met with a variety of local community leaders, elected officials, the NYC DOE, local schools, and community-based organizations. A planning team, including educators and parent leaders, conducted extensive outreach through surveys, petitions, a public website, distribution of materials, and informational sessions.

School Governance and Leadership

The Board of Trustees includes the following individuals:

Proposed Board Member	Proposed Role on Board
Charles Capetanakis	Proposed Board Chair
Harvey Newman	Proposed Member
Nikolaos Leonardos	Proposed Member
Effie Lekas	Proposed Member
Grazia Svokos	Proposed Member

Facility

The applicant group is exploring private facility options on Staten Island.

Technical Modifications

For applicant groups recommended to the Board of Regents for authorization, NYSED may require that applicant groups make technical modifications to their applications following the Capacity Interviews. Such requests are made to technically align the information contained in the Full Application with the NYSED initial charter agreement template and/or comply with relevant laws and regulations. Other than modifications of a technical nature as determined by the Department, applicants are not given the opportunity to substantially revise or augment their application once it has been submitted. The applicant group was sent technical modifications by NYSED. The applicant group agreed to these technical modifications and the charter of the school, if approved by the Board of Regents, shall incorporate such changes.

Projected Fiscal and Programmatic Impact on District of Location

The applicant group provided an analysis of the fiscal and programmatic impact of the proposed school on public and non-public schools in NYC CSD 31, indicating that the fiscal impact of HCCS-SI on the district of location is expected to be nominal. This analysis is summarized below in Table 2.

Table 2: Projected Fiscal Impact Upon District of Location, 2019-20 to 2023-24⁴

Year	Number of Students Enrolled in Charter School Per Year ⁵	Charter School Basic Tuition Rate ⁶	Total Charter School Basic Tuition	Estimated District Special Education Payment ⁷	Total District General Fund Budget ⁸	Percent of District Budget
2019-20	150	\$15,307	\$2,296,050	\$103,900.00	\$24,300,000,000	0.0099%
2020-21	225	\$15,307	\$3,444,075	\$155,850.00	\$24,300,000,000	0.0148%
2021-22	300	\$15,307	\$4,592,100	\$207,800.00	\$24,300,000,000	0.0198%
2022-23	375	\$15,307	\$5,740,125	\$259,750.00	\$24,300,000,000	0.0247%
2023-24	450	\$15,307	\$6,888,150	\$311,700.00	\$24,300,000,000	0.0296%

The calculations above assume charter school basic tuition rates in the charter period (2019-20 through 2023-24) based on a trend analysis. To conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, no growth in the district’s budget during the duration of the school’s charter is assumed.⁹

It should be noted that, given the nature of district-based per-pupil funding, the estimates made in this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

- There will be no fluctuation in the grade levels served by existing charter schools over the course of the charter term;
- The charter school will be able to meet its projected maximum enrollment;
- All students will come from the district of location; and
- All students will attend every day for a 1.0 FTE.

⁴ To conservatively estimate the fiscal impact upon the district of location, maximum enrollment figures for each year were used.

⁵ Source: Hellenic Classical Charter School - Staten Island Application, August 2018

⁶ Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis

⁷ Based on 2013-14 calculated special education classification rate for the district of location, as collected by NYSED Information and Report Services

⁸ Source:

⁹ Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g. transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that are likely to result from a reduction in the number of students attending district public schools as a result of students attending nonpublic schools located in the school district.

**Table 3. 2017-18 Demographic Detail for Proposed District of Location:
New York City Community School District - CSD 31 (Staten Island)**

	Total District Enrollment (K-12): 62,231	
All Students in K – Grade 5	27,511	
Students with Disabilities (K-5)	8,195	30%
English Language Learners/Multilingual Learners (K-5)	3,300	12%
Economically Disadvantaged (K-5)	16,341	59%

*Data Source: Enrollment data is from 9/8/2018 NYSED data extraction.
Some students may be counted in multiple subgroups.*

**Table 4. 2017-18 Elementary/Middle School Academic Proficiency Rates of
NYS Assessment on Grade Configurations for Proposed School**

Assessments	District Proficiency	NYS Proficiency
<i>ELA Grades 3-5 Aggregate</i>	52%	45%
<i>Grade 3 ELA</i>	57%	51%
<i>Grade 4 ELA</i>	57%	47%
<i>Grade 5 ELA</i>	42%	37%
<i>ELA Grades 3-8 Aggregate: SWDs</i>	21%	15%
<i>ELA Grades 3-8 Aggregate: ELLs/MLLs</i>	15%	12%
<i>ELA Grades 3-8 Aggregate: ED</i>	41%	35%
<i>Math Grades 3-5 Aggregate</i>	50%	49%
<i>Grade 3 Math</i>	56%	54%
<i>Grade 4 Math</i>	49%	48%
<i>Grade 5 Math</i>	44%	44%
<i>Math Grades 3-8 Aggregate: SWDs</i>	21%	19%
<i>Math Grades 3-8 Aggregate: ELLs/MLLs</i>	21%	20%
<i>Math Grades 3-8 Aggregate: ED</i>	38%	38%

Data Source: Assessments data is from 2018 School data.nysed.gov.

Summary of Public Comment

As required by the Charter Schools Act, the New York City Department of Education conducted a public hearing on October 29, 2018, to solicit comments from the community concerning the proposed HCCS-SI. Twenty-five members of the community were present, and 9 individuals commented at the hearing. All comments were in favor of the proposed school. No comments in opposition were received.

Findings

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.¹⁰ This finding is based on the following, among other things:
 - a. The applicant has included in the application the information required by Education Law §2851(2).
 - b. The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,¹¹ of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced-price lunch program as required by Education Law §2852(9-a)(b)(i).
 - c. The applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law subdivision 2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.¹² This finding is based on the following, among other things:
 - a. The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.

¹⁰ Education Law §2852(2)(a).

¹¹ Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

¹² Education Law §2852(2)(b).

- b. The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
 - c. The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department’s RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
 - d. An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high-quality public charter school.
3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act¹³ and will have a significant educational benefit to the students expected to attend the charter school.¹⁴ This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

Recommendation

Based on the Department’s review and findings, the New York State Education Department recommends that the New York State Board of Regents approve the proposal to establish the Hellenic Classical Charter School - Staten Island to open in 2019 in NYC CSD 31 in Staten Island, New York.

¹³ Education Law §2852(2)(c).

¹⁴ As applicable pursuant to Education Law §2852(2)(d).