Summary of Findings and Recommendations

Proposal to Establish

*Capital Preparatory Bronx Charter School*

September 30, 2018

Charter Schools Institute
State University of New York
SUNY Plaza
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Albany, NY 12246
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Executive Summary


The board of trustees of Capital Preparatory Schools Incorporated (“Capital Prep Schools” or the “network”), a Connecticut not-for-profit corporation that contacts with one school authorized by the New York State Board of Regents (the “Board of Regents”) and one school authorized by the Connecticut State Department of Education, wishes to serve as the charter management organization (“CMO”) for the applicant’s charter school to be located in a public or private facility in New York City Community School District (“CSD”) 12.

The proposed school will open in August 2019 with 160 students in 6th and 7th grade, and ultimately serve 600 students in 6th – 11th grade during its first charter term. Capital Prep Bronx will admit new students and fill all seats that become available through attrition in all grades throughout the school year. As applicable, information regarding the renewal history, academic performance, and student discipline for the network’s schools is presented in Appendix A.

The Institute finds that the proposal for Capital Prep Bronx rigorously demonstrates the criteria detailed in the Institute’s 2018 RFP, which are consistent with the New York Charter Schools Act of 1998 (as amended, the “Act”).

Based on the proposal, as amended, and the foregoing:

The Institute recommends that the SUNY Trustees approve the proposal to establish the Capital Preparatory Bronx Charter School.
**Findings**

Based on the comprehensive review of the proposal and interviews of the applicant and the proposed education corporation board of trustees, the Institute makes the following findings.

1. The charter school described in the proposal meets the requirements of Article 56 of the New York Education Law (as amended) and other applicable laws, rules, and regulations as reflected in (among other things):

   - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners (“ELLs”);
   - the required policies for addressing the issues related to student discipline, personnel matters and health services;
   - an admissions policy that complies with the Act and federal law;
   - the inclusion of the proposed by-laws for the operation of the proposed education corporation’s board of trustees; and,
   - the inclusion of an analysis of the projected fiscal and programmatic impact of the school on surrounding public and private schools.

2. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound manner as reflected in (among other things):

   - the provision of an educational program that meets or exceeds the state performance standards;
   - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
   - the student achievement goals articulated by the applicant;
   - an appropriate roster of educational personnel;
   - a sound mission statement;
   - a comprehensive assessment plan;
   - the provision of sound start-up, first-year, and five-year budget plans;
   - a plan to acquire comprehensive general liability insurance to include any vehicles, employees, and property;
   - evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach its anticipated enrollment;
   - the inclusion of descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least annually;
   - the inclusion of a school calendar and school day schedule that provide at least as much instruction time during the school year as required of other public schools; and,
   - the inclusion of methods and strategies for serving students with disabilities in compliance with federal laws and regulations.

3. Granting the proposal is likely to: a) have a significant educational benefit to the students expected to attend the proposed charter school; b) improve student learning and achievement; and, c) materially further the purposes of the Act. This finding is supported by (among other things):
• an emphasis on social justice integrated across the curriculum and in real-life community service projects each year;
• a strong commitment to accepting new students to backfill seats up through 11th grade, providing an additional entry point to a high quality school of choice to the students and families of CSD 12;
• the inclusion of a robust professional development program for instructional staff prior the start of each school year and throughout the year;
• an organizational structure that provides ample instructional leadership to develop the pedagogical skills of all teachers; and,
• a deep commitment to a robust advisory program aimed to ensure that students develop the social, emotional and self-efficacy skills necessary to succeed in college and careers.

4. The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the SUNY Trustees, of students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program as required by Education Law § 2852(9-a)(b)(i).

5. The applicant has conducted public outreach for the school, in conformity with a thorough and meaningful public review process prescribed by the SUNY Trustees, 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 § 2852(9-a)(b)(ii).

6. The Institute has determined that the proposal rigorously demonstrates the criteria and best satisfies the objectives contained within the RFP, and, therefore, is a “qualified application” within the meaning of Education Law § 2852(9-a)(d) that should be submitted to the Board of Regents for approval.

The Institute developed the RFP “in a manner that facilitate[d] a thoughtful review of charter school applications, consider[ed] the demand for charter schools by the community, and s[ought] to locate charter schools in a region or regions where there may be a lack of alternatives and access to charter schools would provide new alternatives within the local public education system that would offer the greatest educational benefit to students,” in accordance with Education Law § 2852(9-a)(b). The Institute also posted the draft RFP for public comment and responded to same.

The Institute conducted a rigorous evaluation of the proposal under consideration including academic, fiscal and legal soundness reviews. In addition, the Institute engaged independent consultants to evaluate the academic, fiscal and organizational soundness of the school based on the criteria set forth in the RFP. Pursuant to its protocols, the Institute, as well as Trustee Joseph Belluck, Chairman of the SUNY Trustees’ Charter Schools Committee, conducted interviews with the applicants, the proposed board of trustees, and key Capital Prep Bronx leadership.

**Background and Description**

The original Capital Preparatory Magnet School opened its doors in Hartford, CT in 2005 and continues to operate today. The success of this original school spurred the creation of Capital Prep Schools in 2012, and ultimately the opening in 2015 of the network’s second school, Capital
Preparatory Harbor School, in Bridgeport, CT, which was the network’s first charter school. It remains open and currently serves 630 students in Kindergarten – 12th grade. The network sought further expansion into New York City, opening Capital Preparatory Harlem Charter School ("Capital Prep Harlem") under the authorization of the Board of Regents in 2016. Capital Prep Harlem currently serves 400 students in 6th – 9th grade and will grow to serve 688 students in 6th – 12th grade at full capacity. Capital Prep Harlem is located in privately leased space at 1 East 104th St., New York, NY.

Capital Prep Schools seeks to manage a second school in New York City in order to provide additional educational opportunities for students in the South Bronx. Capital Prep Harlem currently receives approximately 600 applications from students in the Bronx each year, and the applicant wishes to ensure there are high-quality seats available in closer proximity to the many families who demonstrate interest in the program. Notably, Capital Prep Bronx will backfill all open seats in all grades providing families with additional entry points for seats in higher grades.

Mission, Philosophy and Key Design Elements

The Capital Prep Bronx mission is as follows:

Capital Preparatory Bronx Charter School will provide historically disadvantaged students from the Bronx with the college and career readiness skills needed to become responsible and engaged citizens for social justice.

All programming at Capital Prep Bronx will be founded on the following key design elements:

- **High expectations for academic achievement and behavior.** Student expectations are rooted in the five learner expectations of the Capital Prep model: collaborators, problem solvers, researchers, empathetic citizens, and pillars of knowledge in their communities ("CPREP").

- **A student-centered and data-driven instructional approach.** This teaching model shifts the cognitive load slowly and purposefully from teacher to student so that students become competent, independent learners. This instructional approach supports ELLs, students with disabilities, and students struggling independently as it supports highly differentiated instruction.

- **A longer school day and year.** Students at Capital Prep South Bronx will receive 1,255 hours of instructional time each year, which exceeds the 990 hours mandated by the state for grades 7-12 by 265 hours. The additional time likewise provides time for active engagement in social justice, world languages, the arts, physical education, and intensive academic intervention.

- **A focus on social justice.** Capital Prep Bronx intends to integrate social justice into social studies in the middle school and teach it as an explicit subject in high school. Students will have the opportunity to apply their social justice learning to real life community service projects locally and internationally. The culminating capstone project during the senior year culminates in a lengthy research paper and oral defense.
• **An advisory program.** All students at Capital Prep Bronx will receive a faculty advisor. Among the responsibilities of faculty advisors are to strengthen the relationship with their advisees and their learning environment; monitor the social, emotional, and academic development of their advisees; and, promote advisee’s executive functioning and organizational management skills, thus preparing the students for the greater personal responsibility they must take on as they progress through their education and eventually onto college and the working world.

• **Student-led conferences.** Students will lead presentations on their own learning and growth during two conferences with their parents and advisors each year. During the conference, students reflect on their learning and evaluate their progress. With the support of their advisors, students will create a portfolio of artifacts that demonstrate their skills mastery.

• **Partnerships with local colleges.** Capital Prep Bronx intends to partner with Bronx Community College in order to give students an opportunity to take college courses and earn college credits while still in high school.

• **Athletic requirements.** Capital Prep Bronx will require each student to participate in two school sports annually. Through their participation in sports, students learn important life lessons about teamwork, persistence, problem solving, and fair play.

• **Robust professional development.** Professional support for teachers focuses on leadership development through regular opportunities for teachers to collaborate in grade level and content teams. Capital Prep Bronx will also create opportunities for teachers to engage in professional learning communities and receive ongoing coaching and mentoring from school and network leadership.

**Calendar and Schedule**

Capital Prep Bronx will offer an extended school day and year with 201 days of instruction each year. The first day of instruction for the 2019-20 school year will be on or around Monday, August 3, 2019, and the last day will be on or around June 19, 2020. Subsequent school years will follow a similar calendar. The extended school day will begin each morning at 8:20 A.M. and end at 3:50 P.M. Capital Prep Bronx will provide students with a total of 1,255 hours of instruction each year, exceeding the state minimum of 900 hours for 1st – 6th grade and 990 hours for 7th -12th grade mandated by Education Law § 2851(2)(n) and 8 NYCRR § 175.5, and provided at the majority of schools within the New York City Department of Education (“NYCDOE” or the “district”).

**Academic Program**

Capital Prep Bronx will adopt the existing curriculum from Capital Prep Harlem, which is aligned to New York State Learning Standards. The existing curriculum contains resources to ensure leaders and teachers know what to teach, and when and how to teach it including curriculum maps, scope and sequences, unit plans, lesson plans, and assessment materials.
The key elements of each curricular area are as follows:

- **English Language Arts (“ELA”)**
  Capital Prep Bronx draws upon Engage NY’s Expeditionary Learning curriculum, with individual lesson plans modified and rearranged as necessary to fit school themes each year. The ELA curriculum exposes students to a wide variety of texts, fiction and non-fiction, classic and contemporary, to help students uncover a host of social justice themes and concepts. Research and writing are also key components of the ELA curriculum; students will practice the research process beginning with writing essential and sub-questions, locating relevant and credible sources, and citing sources correctly.

- **Mathematics**
  Capital Prep Bronx will implement Eureka Math as the foundation for its mathematics program. Eureka Math prioritizes depth of knowledge over breadth of topics and emphasizes mastery of skills rather than their repetition. Additionally, to be responsive to student performance, Capital Prep Harlem added intentionally-designed daily individualized learning blocks for mathematics to their curriculum during the most recent school year. During these individualized learning blocks, students work alternately in small groups with teachers on targeted skills and on the blended learning computer applications IXL and iReady. Teachers and leaders study student work and assessment data to assign students specific topics to work on during individualized learning blocks. This allows the school to simultaneously build basic math skills in struggling students while ensuring students performing on grade level develop the algebra skills needed in high school. Capital Prep high school students will be required to earn at least three credits in mathematics to graduate, with curriculum aimed at preparing students for the algebra 1, geometry, and algebra 2 Regents exams.

- **Science**
  Capital Prep Bronx intends to implement Activate Learning as the basis for middle school science curriculum and Pearson materials as the basis for high school science. The school selected these commercially available curricula for their emphasis on inquiry- and lab-based pedagogy and their alignment to New York State Learning Standards. The middle school science curriculum will prepare students for the 8th grade state science exam while also emphasizing transferable skills such as the ability to formulate hypotheses, develop inquiries, and analyze and evaluate data. The high school science sequence is aligned to required Regents exams in earth science, living environment, chemistry, and physics.

- **Social Studies and History**
  The purpose of social studies at Capital Prep Bronx is to create skilled, informed, college-ready, responsible citizens. The curriculum emphasizes experiential learning within the community and exploration outside the confines of the classroom. The curriculum takes a thematic approach in order to allow students to create personal relevance and make connections across content areas. Students will study historical topics as well as controversial social issues through a multiple perspectives approach and use historical, research, and civic-based skills to draw their own conclusions.
• **Physical Education**  
Students at Capital Prep Bronx will participate in two after-school sports each year. Sports offerings will vary, and will likely include football, basketball, indoor and outdoor track, golf, skiing, snowboarding, and cheer.

• **Enrichment**  
During the one-hour enrichment block at the end of each school day students will have the opportunity to engage in extracurricular classes activities of their choosing, such as art, chess, drama, robotics, and world languages.

**School Culture and Discipline**

Capital Prep Bronx will build a school-wide and classroom culture that emphasizes a “high-touch” approach to ensure all students have multiple adults supporting them as mentors. Ultimately, the school’s goal is to establish a positive, supportive, safe, orderly, and caring environment. The school will achieve this through several key practices. First, the school will invest heavily in a strong advisory program, training teachers to be effective advisors and ensuring that teachers see mentoring their advisees as a critical component of their job. In addition, the school will establish strong family and community connections through the implementation of a parent teacher organization, parent events, and community service work. The school will also develop and implement a Safe School Climate Plan to ensure that the school maintains an atmosphere that makes all students feel welcome and maintains and environment that is supportive of learning.

**Organizational Capacity**

Capital Prep Bronx will establish a leadership structure that effectively and strategically delegates leadership across the school. During the school’s first year of operation, the principal will have primary responsibility for the overall success of the school and report directly to the board of trustees. The principal will oversee a director of operations and academic dean to ensure that the school executes all aspects of academic and operational management effectively. In Year 4, a dean of students in charge of advisory and special populations support will be hired as a fourth direct report to the principal. For the first three years of operation, the principal will absorb the responsibilities of the dean of students. The school will also receive instructional and operational support from the CMO.

**Governance**

The proposed by-laws of Capital Prep Bronx indicate that the education corporation board will consist of no fewer than five and no more than 15 voting members. The proposed initial members of the board of trustees are set forth below.

1. **Derek Ferguson (Proposed Board Chair)**  
Mr. Ferguson serves as the chief operating officer for the Robin Hood Foundation. Most recently, Mr. Ferguson was chief operating officer of Revolt Media & TV. Prior to Revolt, Mr. Ferguson was chief growth officer of Combs Enterprises. Before joining Combs Enterprises, Mr. Ferguson was vice president of finance and operations for BMG Special Products, a division of
BMG Entertainment. He was previously a manager at Bain and Company, where he provided strategy consulting for consumer products and retail companies. Mr. Ferguson is a graduate of Harvard Business School and the Wharton School at the University of Pennsylvania. He was born and raised in the Bronx, and graduated from Stuyvesant High School.

2. **Dr. Stephen Perry (Proposed Trustee)**
   Dr. Perry is the leader of Capital Preparatory Schools, setting the direction for the organization and representing the organization to its many constituents including parents, investors, community members, district officials, policymakers, and partners. Dr. Perry has over 20 years of experience in public education, serving as founder and principal of Capital Preparatory Magnet School since its inception. Dr. Perry earned a doctorate of educational leadership from University of Hartford, a masters of social work from the University of Pennsylvania School of Social Work and a bachelors of arts from University of Rhode Island.

3. **Joan Massey (Proposed Trustee)**
   Ms. Massey joined Capital Prep in January 2017. She has 30 years of experience as a teacher, assistant principal, principal, assistant superintendent, and superintendent/chief academic officer in the public school arena including public charter school networks in Washington, D.C. and Los Angeles. She spent many years in the Hartford Public Schools as a district administrator including as assistant superintendent of secondary schools and interim chief research and assessment officer. Ms. Massey received her master’s degree in special education from American International College and her bachelor of of science in education from Northeastern University. She is currently completing her dissertation for her doctorate of educational policy and leadership from the University of Massachusetts, Amherst.

4. **Reverend Georgiette Morgan-Thomas (Proposed Trustee)**
   Rev. Morgan-Thomas is the director of Harlem services for Goddard Riverside Community Services, one of New York City’s largest not-for-profit organizations. She has directed programs in juvenile services, senior services, homeless services, domestic violence, mental health, and supported housing. She has been a member of New York City’s Community Board 9 since 2002 and its chair since 2010. Rev. Morgan-Thomas is president of a local section of the National Council of Negro Women, serves on the board of directors for Rebuilding Together Manhattan, serves as vice president of United Edgecombe Block Association, and works with both the 30th and 32nd precinct councils of the New York City Police Department.

5. **Ramik Williams (Proposed Trustee)**
   Ramik Williams is executive director of Directions For Our Youth, an organization that partners with public schools to provide out of school time programming to school age children. Prior to that he was program director at the Research Foundation at the Borough of Manhattan Community College. He was also the program director for the Teachers as Leaders Program at City University of New York and director of the youth services department at the Union Settlement Association. Mr. Williams has experience in charter school outreach and community engagement having been external affairs and recruitment manager for a New York City charter school. Mr. Williams has a bachelor of arts in history and secondary education from SUNY Fredonia and an master of public administration from Metropolitan College of New York.
Facilities

Capital Prep Bronx plans to seek co-location in a NYCDOE facility in CSD 12 and has filed a request with the district via its online request portal. As a contingency the applicant has begun a search for a private facility, and will be prepared to secure a facility shortly after authorization if the district is unable to offer space, or if space offered by the district is not suitable to the school’s needs. The founding team and proposed board have secured the advice of real estate brokers and attorneys to start the planning process and to be prepared to secure a private space if needed.

Fiscal Impact

The fiscal impact of Capital Prep Bronx on the district of location is summarized below.

<table>
<thead>
<tr>
<th>Charter Year</th>
<th>Expected Number of Students</th>
<th>Basic Charter School Per Pupil Aid</th>
<th>Projected Per Pupil Revenue (A x B)</th>
<th>Other District Revenue (SPED, Food Service, Grants, etc.)</th>
<th>Total Project Funding from District to Charter School (C+D)</th>
<th>New York City School District Budget*</th>
<th>Projected District Impact (E/F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 (2019-20)</td>
<td>160</td>
<td>$15,307</td>
<td>$2,449,128</td>
<td>$1,185,668</td>
<td>$3,634,796</td>
<td>$25,600,000,000</td>
<td>0.014%</td>
</tr>
<tr>
<td>Year 5 (2023-24)</td>
<td>600</td>
<td>$15,307</td>
<td>$9,184,288</td>
<td>$3,227,273</td>
<td>$12,411,561</td>
<td>$25,600,000,000</td>
<td>0.048%</td>
</tr>
</tbody>
</table>

*The NYCDOE budget was derived from the NYCDOE’s website: http://schools.nyc.gov/AboutUs/funding/overview.

The Institute finds that the fiscal impact of the proposed school on the district, public charter, public district and nonpublic schools in the same geographic area will be minimal. In the event that the school opens with a slightly larger enrollment, the Institute has determined that the fiscal impact of the proposed school on the district, public charter, public district and nonpublic schools in the same geographic area will also be minimal.

The Institute reviewed the school’s proposed start-up and fiscal plans and supporting evidence for each year of the proposed charter term. The Institute finds the budgets and fiscal plans are sound and that sufficient start-up funds will be available to the new charter school.

Notification and Public Comments

The Institute notified the district as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal, and the proposal was posted on the Institute’s website for public review. The district scheduled a public hearing pertaining to the proposal for September 17, 2018. The Institute carefully reviews and considers all public comments received prior to finalizing its recommendation. To date, the SUNY Trustees have not received any independent public comments on the proposal. A summary of public comments is provided in Appendix C.
**Preference Scoring**

Education Law § 2852(9-a)(c) requires authorizers to establish and apply preference criteria to applications meeting both statute and authorizer standards. The purpose of the criteria is to prioritize proposals in the event that the number of proposals meeting the SUNY Trustees’ requirements exceeds the maximum number of charters to be issued or issued in New York City. The RFP identified the minimum eligibility requirements and preference criteria required by Education Law § 2852(9-a), as described in greater detail below. The Capital Prep Bronx proposal met the eligibility requirements, as evidenced by the following:

- the proposal was sufficiently complete, i.e., it included a Transmittal Sheet, Proposal Summary and responses to all RFP requests as prescribed by the Institute;
- the proposal included a viable plan to meet the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program (as detailed in Request No. 15); and,
- the proposal provided evidence of public outreach that conforms to the Act and the process prescribed by the SUNY Trustees for the purpose of soliciting and incorporating community input regarding the proposed charter school and its academic program (as detailed in Request No. 3).

As the Capital Prep Bronx proposal submission met the eligibility criteria, the Institute’s evaluation continued with a full review of the proposal, an interview of the founding team and members of the proposed board of trustees, and requests for clarification and/or amendments to the proposal. The review process then continued with an evaluation of the proposal in relation to the 10 Preference Criteria contained in the RFP for which proposals can earn credit as described in the RFP’s Preference Scoring Guidance. In the event of a tie for the last charter, both proposals will be rejected unless one applicant agrees to withdraw his or her proposal for consideration in a subsequent RFP. The preference criteria, which in addition to eligibility criteria and the overall high standards established by the SUNY Trustees, include the demonstration of the following in compliance with Education Law §§ 2852(9-a)(c)(i)-(viii):

- increasing student achievement and decreasing student achievement gaps in reading/language arts and mathematics;
- increasing high school graduation rates and focusing on serving specific high school student populations including, but not limited to, students at risk of not obtaining a high school diploma, re-enrolled high school drop-outs, and students with academic skills below grade level;
- focusing on the academic achievement of middle school students and preparing them for a successful transition to high school;
- utilizing high-quality assessments designed to measure a student's knowledge, understanding of, and ability to apply critical concepts through the use of a variety of item types and formats;
- increasing the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- partnering with low performing public schools in the area to share best educational practices and innovations;
demonstrating the management and leadership techniques necessary to overcome initial start-up problems to establish a thriving, financially viable charter school; and,

demonstrating the support of the school district in which the proposed charter school will be located and the intent to establish an ongoing relationship with such school district.

The proposed school earned a score of 21 preference points out of a total of 45. Based on the score and the other information and findings set forth herein, the Institute recommends that the SUNY trustees approve the proposal to establish Capital Preparatory Bronx Charter School, which does not exceed the statutory limit of 28 charters in New York City permitted by Education Law § 2852(9)(a).

Conclusion and Recommendations

Based on its review and findings, the Institute recommends that the SUNY Trustees approve the proposal to establish the Capital Preparatory Bronx Charter School education corporation and approve its authority to operate one school of the same name to open in August 2019.
**ENGLISH LANGUAGE ARTS**

**District Comparison.** The percentage of students at the school performing at or above proficiency in ELA compared to that of students in the same tested grades in the district.

**Effect Size.** The chart shows the school's effect size above its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

<table>
<thead>
<tr>
<th>Year</th>
<th>Grades</th>
<th>District %</th>
<th>School %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>6-7</td>
<td>29</td>
<td>27</td>
</tr>
</tbody>
</table>

**Mathematics**

**District Comparison.** The percentage of students at the school performing at or above proficiency in mathematics compared to that of students in the same tested grades in the district.

**Effect Size.** The chart shows the school's effect size above its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

<table>
<thead>
<tr>
<th>Year</th>
<th>Grades</th>
<th>District %</th>
<th>School %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>6-7</td>
<td>26</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Grades</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>6-7</td>
<td>-0.95</td>
</tr>
</tbody>
</table>
CSD data suitable for comparison are not yet available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return

**Expulsions:** The number of students expelled from the school each year.

<table>
<thead>
<tr>
<th>School</th>
<th>School ISS Rate</th>
<th>School OSS Rate</th>
<th>District OSS Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>0.0</td>
<td>36.9</td>
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</tr>
</tbody>
</table>

**Capital Prep Harlem's Enrollment and Retention Status: 2016-17**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>District Target</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically disadvantaged</td>
<td>87.0</td>
<td>68.8</td>
</tr>
<tr>
<td>English language learners</td>
<td>8.2</td>
<td>12.5</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>19.9</td>
<td>23.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Retention</th>
<th>District Target</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically disadvantaged</td>
<td>89.8</td>
<td></td>
</tr>
<tr>
<td>English language learners</td>
<td>87.8</td>
<td></td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>86.2</td>
<td></td>
</tr>
</tbody>
</table>
**APPENDIX B**

**Capital Prep Bronx Charter School**

**Basic Identification Information**

<table>
<thead>
<tr>
<th><strong>Lead Applicant(s):</strong></th>
<th>Joan Massey</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management Company:</strong></td>
<td>Capital Preparatory Schools Incorporated</td>
</tr>
<tr>
<td><strong>Partner Organization:</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Location (District):</strong></td>
<td>CSD 12</td>
</tr>
<tr>
<td><strong>Student Pop./Grade Span at Scale:</strong></td>
<td>6th – 12th</td>
</tr>
<tr>
<td><strong>Opening Date:</strong></td>
<td>August 2019</td>
</tr>
</tbody>
</table>
On or about July 19, 2018 in accordance with Education Law § 2857(1), the Institute notified the
NYCDOE as well as public and private schools in the same geographic area of the proposed school
about receipt of the proposal to establish Capital Prep Bronx. The notice reminded the district
that the New York State Commissioner of Education’s regulations require the school district to
hold a public hearing within 30 days of the notice for each new charter application. A redacted
copy of the Capital Prep Bronx proposal was also posted on the Institute’s website for public
review at: http://www.newyorkcharters.org/request-for-proposals/2018-request-for-proposals-
round-2-fall-cycle/capital-preparatory-bronx-charter-school/.

The district scheduled a public hearing pertaining to the proposed school for September 17, 2018
but has not yet shared comments from the hearing with the Institute.

The Institute has not received any independent public comments relating to the proposal to date.