



MEMORANDUM

June 4, 2014

To: Members of the Charter Schools Committee
From: Joseph W. Belluck, Chair, Charter Schools Committee
Subject: Approval of Proposal to Establish Storefront Academy Charter School (Bronx)

Action Requested

The proposed resolution authorizes the granting of a new charter to the proposed Storefront Academy Charter School pursuant to New York Education Law subdivision 2852(9-a).

Resolution

I recommend that the Charter Schools Committee adopt the following resolution:

Whereas the SUNY Charter Schools Institute (the "Institute"), acting on behalf of the Board of Trustees and in accordance with the New York Charter Schools Act of 1998 (as amended, the "Act"), issued a request for proposals ("RFP") on January 6, 2014 to establish new not-for-profit charter school education corporations and to permit existing education corporations to operate additional charter schools; and

Whereas the applicant for Storefront Academy Charter School (the "Applicant"), a proposed education corporation seeking authority to operate one school to be located in the Bronx, submitted a proposal that the Institute reviewed, scored, ranked and recommends for approval (the "Recommended Proposal") as set forth in the Institute's Summary of Findings and Recommendations for the proposed school (the "Institute Report") (copy on file in the Office of the Secretary of the University and in the Albany office of the Institute), which was made available to the Charter Schools Committee (the "Committee"); now, therefore, be it

Resolved that the Recommended Proposal rigorously demonstrates that the Proposal has met the following criteria: (1) the proposed charter school would meet or exceed enrollment and retention targets, prescribed by the Institute on behalf of Board of Trustees, of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced price lunch program; and (2) that the Applicant has conducted public outreach, in conformity with a thorough and meaningful public review process prescribed by the Institute on behalf of the Board, 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; and, be it further

Resolved that the Committee, acting on behalf of the Board of Trustees, and based on: (1) a scoring rubric that best demonstrates how proposed schools will achieve the objectives set forth in Education Law subdivision 2852(9-a)(c); and (2) the Institute's scoring of all proposals recommended for approval, hereby grants priority to the Recommended Proposal; and, be it further

Resolved that the Recommended Proposal and the school described therein meet the requirements of the Act and all other applicable laws, rules and regulations; and, be it further

Resolved that the Applicant and the founding team described in the Recommended Proposal demonstrate the ability to operate the proposed school in an educationally and fiscally sound manner; and, be it further

Resolved that approving the Recommended Proposal is likely to improve student learning and achievement and materially further the purposes set out in Education Law subdivision 2850(2); and, be it further

Resolved that approving the Recommended Proposal would have a significant educational benefit to the students expected to attend the proposed charter school within the meaning of Education Law subdivision 2852(2)(d); and, be it further

Resolved that the Recommended Proposal be, and hereby is, approved; and, be it further

Resolved that the Institute be, and hereby is, directed to: (1) enter into a proposed charter with the Applicant, which shall include such assurances and terms as the Institute shall deem necessary and appropriate; and (2) thereafter to submit such proposed charter no later than November 1, 2014 as required by the Act to the Board of Regents for issuance by the Board of Regents on or before December 31, 2014.

Background

Pursuant to Resolution No. 2012-038 dated June 12, 2012, the Board of Trustees delegated to the Charter Schools Committee the authority to approve or deny applications to establish new charter school education corporations, and applications by existing education corporations for authority to operate additional schools.

Amendments to the New York Charter Schools Act of 1998 (as amended, the "Act"), passed in 2010, increased the cap on the number of charter schools in New York by adding a new class of charters to be issued through requests for proposals ("RFPs"). Only the Board of Trustees and the Board of Regents may issue RFPs. Each entity may approve 130 new charters, only 57 of which may be located in New York City. Prior to approval of this resolution the Board of Trustees has approved 39 proposals for schools to be located in New York City and two out of New York City; leaving 89 charters to be issued through the RFP process with no more than 18 to be located in New York City. The SUNY Charter Schools Institute (the "Institute") posted the RFP for the proposal to be approved by this resolution on January 6, 2014.

The Institute released and broadly distributed a draft RFP for public comment on December 6, 2013 and posted a document detailing its evaluation and response to public comments on January 6, 2014. The Institute received the proposal to be approved by this resolution by March 12, 2014, and then reviewed, scored (in accordance with a rubric required to be developed pursuant to Education Law subdivision 2852(9-a)(c)), and ranked it.

Prior to recommending the proposed charter school for approval, the Institute, acting on behalf of the Board of Trustees, conducted a rigorous review of the proposal and published its findings and recommendations in a Summary of Findings and Recommendations ("Institute Report") (copy on file in the Office of the Secretary of the University and in the Albany office of the Institute, and available at: http://www.suny.edu/Board_of_Trustees/meetingnotices.cfm), which was made available to the Charter Schools Committee. In addition to meeting all

of the application requirements for non-RFP charters, the amended Act requires additional RFP findings reflected in the resolution.

For the proposal listed above, the Institute, pursuant to Education Law subdivision 2857(1), notified the school district in which the charter school proposes to be located as well as public and non-public schools in the same geographic area of the school regarding the receipt of the application for a new school (copy on file in the Albany Office of the Institute). As of May 22, 2014, the Board of Trustees received no district comments.



Charter Schools Institute
The State University of New York

Summary of Findings and Recommendations

***Proposal to Establish the
Storefront Academy Charter School***

May 27, 2014

Executive Summary

The proposal to start the Storefront Academy Charter School (“Storefront Academy”) was submitted to the SUNY Charter Schools Institute (the “Institute”) on March 12, 2014 in response to the Institute’s Request for Proposals (“RFP”) that was released on behalf of the Board of Trustees of the State University of New York (the “SUNY Trustees”) on January 6, 2014.

Storefront Academy intends to open in a private space in New York City Community School Districts (“CSDs”) 7 or 8 (both located with the Bronx) but may pursue free or space from the New York City Department of Education (“NYCDOE”) for the new school under recently enacted law. The new school would open in August 2015 with 100 students Kindergarten and 1st grade and would grow one grade each year to 408 students in Kindergarten through 5th grade. The school would ultimately seek to enroll students in Kindergarten through 8th grade in the subsequent charter term, if approved. The school would admit new students to fill available open seats in Kindergarten through 2nd grade.

Storefront Academy modeled its school design on a not-for-profit, tuition free, blind admission school in Harlem, The Children’s Storefront, which was founded in 1966 and has shown strong student performance on nationally normed assessments. Trustees of Storefront Academy Harlem, the Internal Revenue Code 501(c)(3) New York education corporation that operates the private school, will serve on the charter school education corporation board but their participation is limited to 40% or less by the SUNY charter agreement.

Consistent with the New York Charter Schools Act of 1998 (as amended, the “Act”), the Institute finds:

- 1) the proposal for the Storefront Academy rigorously demonstrates the criteria detailed in the Institute’s RFP including the mandatory criteria set forth in Education Law §2852(9)(b)(i) (that the proposed charter school would meet the enrollment and retention targets for students with disabilities, English language learners (“ELLs”) and students who qualify for the federal Free and Reduced Price Lunch (“FRPL”) program);
- 2) the proposed school has conducted a thorough and meaningful public review processes to solicit community input regarding the proposal in accordance with the requirements in the RFP, which conform with Education Law §2852(9)(b)(ii);
- 3) the proposal is one that best satisfies the objectives contained within the RFP based on the content of the proposal and its supporting documentation, and is therefore qualified within the meaning of Education Law §2852(9-a)(d); and
- 4) the Institute has scored the proposal pursuant to Education Law §2852(9-a)(c), and there are enough charters to be issued by the SUNY Trustees pursuant to the January 2014 RFP to accommodate the proposal and all other RFP applicants the Institute is recommending for approval.

Based on the foregoing:

The Institute recommends that the SUNY Trustees approve the proposal to establish the Storefront Academy Charter School.

Background and Description

While SUNY may still award a small number of charters without using a RFP, amendments to the Act in 2010 made additional charters to create new charter schools available only through an RFP process. The Institute received 14 total proposals to create new charter schools in response to the January 6, 2014 RFP. The current review cycle could legally result in a maximum of 89 new charters approved by the SUNY Trustees, 18 of which could be located in New York City, per Education Law subdivision 2852(9).

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 has met with the applicant, the proposed board of trustees which will oversee the school and other members of the founding team. In addition, SUNY Trustees' Charter Schools Committee Chairman Joseph Belluck had an opportunity to interview the founding team and proposed board. An Institute staff member also visited The Children's Storefront, the school operated by Storefront Academy's proposed partner, Storefront Academy Harlem, to conduct additional due diligence.

The mission of Storefront Academy would be to provide, "Kindergarten through eighth-grade students with a joyful and intentional learning environment, grounded in the conviction that all children must have a rigorous educational experience to forge a successful pathway through high school, college and life. In partnership with families and the community, we instill a love of learning and mutual respect, as we promote the values of hard work and service to our society."

Key design elements of Storefront Academy include:

1. A rigorous, intentional and joyful community of learners including a high level of predictability and structure in how learning and culture are implemented at the school. Daily learning would be interactive and collaborative, with students frequently working in pairs and teams to grapple with new concepts and skills and provide evidence of mastery. Celebrations of learning, from publishing parties to community meetings, would occur routinely in classrooms, in clusters and school-wide. Learning would be a public and pervasive pursuit.
2. Learners would be holistically supported through small school and class sizes and with the aid of a Response to Intervention ("RtI") System carried out by a student support team that would address academic, as well as psychosocial, developmental and behavioral needs.
3. The school would utilize evidence to understand, reflect, decide and act to ensure a culture of accountability and transparency.

The proposed school would offer 190 days of instruction with the first day of the 2015-16 school year on or around August 31, 2015 and the last day on or around June 24, 2016; subsequent years would follow a similar calendar. Monday – Thursday, the school day would run from 8:00 a.m. – 4:00 p.m. with extended learning for enrichment and additional remediation taking place until 6:00 p.m. On Fridays, the school day would run from 8:00 a.m. – 2:00 p.m., at which time students would be dismissed and teachers would participate in staff development and collaboration until

4:30 p.m.

Storefront Academy would offer 150 minutes of literacy instruction Monday through Thursday and 90 minutes on Fridays. The reading and writing programs would be anchored in New York State Common Core aligned learning modules available at www.engageny.org. Reading would be supplemented through programs such as Wilson Foundations, ReadingA-Z.com, Spellingcity.com, abcteach.com, and Scholastic Printables. Writing instruction will also be based on Common Core aligned learning modules and Dr. Judith C. Hochman's method for the teaching of writing in *Teaching Basic Writing Skills*. The school will offer 90 minutes of math Monday – Thursday and 75 minutes on Fridays based on the *Singapore Math* program. The school would offer students 45 minutes of social studies instruction to students in Kindergarten through 2nd grade and 75 minutes to students in 3rd through 5th grades Monday – Thursday based on the *Core Knowledge* history and geography sequence and supplemented by non-fiction texts and field learning experiences. Science instruction would occur for 60 minutes for students in Kindergarten through 2nd grade and 75 minutes to students in 3rd through 5th grades Monday – Thursday, based on the *Core Knowledge* sequence for science. The science program would be supplemented by FOSS science, as well as non-fiction texts. The school would also offer instruction in art, music, physical education and health.

Storefront Academy would systematically address the needs of all students through a Rtl program with increasing levels of intervention and support. Special education services will include an Integrated Co-Teaching (ICT) setting and Special Education Teacher Support Services (SETSS). The school will employ a full-time special education coordinator from year one, and will employ one special education teacher per grade level. The school would also employ a full-time English as a Second Language Coordinator, who would provide pull-out instruction for ELLs and support teachers in implementing strategies for meeting the needs of ELLs in their classrooms.

The Head of School would be responsible for overseeing all aspects of the school, and would serve as the main instructional leader in year one. In year two, the school would add a Dean of Culture and Academics position to add instructional leadership. The school would employ an operations manager from year one to carry out most operational requirements.

Storefront Academy would partner and share an executive director with The Children's Storefront, a well established tuition free, not-for-profit private school in East Harlem that holds a blind lottery for admission starting in pre-Kindergarten and serves students through 8th grade. The executive director would be responsible for overseeing both the Storefront Academy and the Children's Storefront Heads of Schools, overseeing overall day-to-day operations and programming at both sites and ensuring that each school follows the separate rules and regulations required by their respective provisional charter or charter.

Additionally, Storefront Academy teachers will benefit from the expertise of the Children's Storefront's Academic Dean, Support Services Coordinator, instructional coach, cluster leaders (leaders of small clusters of grades within the school), social worker, and artist-in-residence who collectively will provide guidance and support to the establishment of the school's academic program and partnerships. Further, the education corporation that operates the Children's Storefront, Storefront Academy Harlem, would provide Storefront Academy with back office support including human resources, financial management, fundraising and facilities management.

The Institute will verify that Storefront Academy Harlem will provide such services at fair market value or less pursuant to an agreement between the charter school and the not-for-profit school education corporation, as persons affiliated with the private school will be trustees of the charter school. Such participation is limited by SUNY's charter agreement to 40 percent. In addition, the Institute reviews and approves all such interested transactions.

The proposed by-laws of Storefront Academy indicate that the education corporation board would consist of not less than five and no more than 15 voting members. The eight current proposed trustees of the education corporation are set forth below.

1. **Jonathon Carpenter Stearns** – Managing Member of Stearns Associated Partners, LLC, a consultant firm specializing in the strategic assessment and analysis of tactical plans for early and mid-sized companies operating in the US and Europe; member of the Public Education Network; trustee of Storefront Academy Harlem and proposed chair of Storefront Academy.
2. **Ray Cameron** – Formerly Managing Director and Head of Corporate Access; holds a M.B.A. from Southern Methodist University; serves as board chair of Storefront Academy Harlem.
3. **Carlos Flynn** - University Dean for Institutional Advancement, the City University of New York (CUNY); holds a M.Ed. in Management from Cambridge College and a M.A. in Philosophy and Economics from the Massachusetts Institute of Technology.
4. **Eileen Niedzwiecki** – Director of Development, Mercy Center Inc.; serves as a board member and instructor for the Immaculate Heart of Mary Parish, School of Religious Education, board member of the National Pastoral Life Center and chairperson of the Parent Council of the Virginia Water Prep School.
5. **Jason Duchin** - Co-founder and co-executive director of the DreamYard Project, a Bronx based arts-in education company; serves on the Task Force for Arts In Education in New York City.
6. **Carrie Sealy** – Community Health Worker, Northern Manhattan Perinatal Partnership; board member of the Addie Mae Collins Community Head Start and formerly Storefront Academy Harlem Parent Advisory Board President.
7. **Karen Wheeler** – Math and science coordinator and a teacher at the Lincoln Elementary School in the Mt. Vernon School District where she also serves on numerous leadership committees and has served as the lead teacher or administrator of multiple after school and arts programs; she holds a M.S. School Administration and Supervision, Mercy College.
8. **Wendy Reynoso** – Education consultant, former Executive Director for Storefront East Harlem, and former Executive Director of The GO Project in New York City; she holds a C.A.S. in Educational Administration from Steinhardt School of Education, New York University, Ed. M. in the Sociology of Education with a concentration in Educational Policy from Teachers College, Columbia University, and a M.A. in Elementary/Childhood Education from Teachers College, Columbia University.

The proposed school’s founders have established a real estate subcommittee, which has begun to explore facilities options in the South Bronx. The group located a potential facility at 20 Bruckner Boulevard in the Bronx, which is located in CSD 7. The applicants are also exploring multiple facility options in CSD 8. The Institute reserves the right to review all proposed facilities in accordance with the charter agreement.

The fiscal impact of Storefront Academy on the district of residence, the New York City School District (the “District”), is summarized below.

Expected Number of Students (A)	Basic Charter School Per Pupil Aid (B)	Projected Charter Per Pupil Revenue (C = A x B)	New York City School District Budget* (D)	Projected Impact to District (E = C / D)
100 (2015-16 school year – Year 1)	\$13,527	\$1,352,700	\$19,800,000,000	0.007%
288 (2019-20 school year – Year 5)	\$13,527	\$3,895,776	\$19,800,000,000	0.020%

*The NYCDOE budget was derived from and can be found on the NYCDOE’s website: <http://schools.nyc.gov/AboutUs/funding/overview/default.htm>

The calculations above assume the current basic per pupil aid will not increase during the term of the charter. While it is likely that the District’s budget will grow over time, the Institute is being conservative by leaving it unchanged in five years. Based on these assumptions, and projections that the charter school will have full enrollment, Storefront Academy will have minimal fiscal impact on public schools in the District: 0.007% in the 2015-16 school year and 0.020% in the 2019-20 school year.

The estimates used by the Institute to conduct its analysis are subject to unpredictable changes in the District’s budget in any given year, changes in the charter school per-pupil funding, and the actual enrollment in the charter school. For example, in the event that the budget of the District increases 5% in five years (assumes a 1% increase each year) to \$20.8 billion and the basic per pupil aid to charter schools remains unchanged, the impact to the District would remain minimal: 0.019% in the 2019-20 school year. While the school has included in its proposal estimated calculations accounting for special education revenue, federal Title I funds, other federal grants and/or funds provided by the District and to be received by the charter school, the Institute’s calculations and analysis do not account for these sources of potential revenue.

The Institute finds that the fiscal impact of the proposed schools on the District, and public charter, public District and nonpublic schools in the same geographic area would 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 schools on the District, public charter, public District and nonpublic schools in the same geographic area would also be minimal.

The Institute reviewed the charter school’s proposed start-up and fiscal plans for each year of the proposed charter term and supporting evidence. The Institute also reviewed the related fiscal

information including audited financial statements and Federal 990 tax filings from the private Storefront Academy Harlem to determine whether it could support an additional school. The Institute finds the fiscal plans are sound and that sufficient start-up funds will be available to the new charter school.

The Institute notified the school district as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal and it was posted on the Institute's website for public review. The NYCDOE held a public hearing pertaining to the proposal on April 7, 2014. The Institute compiled public comments made at the hearing and received separately by the Institute in a Summary of Public Comments (Appendix 1). All public comments were carefully reviewed and considered. As of May 23, 2014, the District did not provide any comments to the SUNY Trustees.

The RFP contained the minimum eligibility requirements and preference criteria to reflect the requirements of Education Law §2852(9-a). The 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 was accompanied by complete Business Plans where required;
- 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 Storefront Academy proposal met the eligibility criteria, the Institute's evaluation continued with a full review of the proposal, an interview of the founding team and 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 eleven Preference Criteria contained in the RFP for which proposals can earn credit as described in the RFP's Scoring Rubric. The purpose of the Scoring Rubric was to prioritize proposals in the event that the number of proposals meeting the SUNY Trustees' requirements exceeded the maximum number of charters to be issued in 2014. In the event of a tie for the last charter, both proposals will be rejected unless one applicant agreed 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, included 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.

While the Institute received a total of 14 proposals in response to its January 2014 RFP, only seven have been recommended for approval. All of the seven proposals recommended for approval met the eligibility criteria and were therefore assigned a score using the rubric contained in the RFP. The proposal for Storefront Academy earned a score of 41.5 preference points out of a possible total of 64. Based on this score and the other information and findings set forth herein, the Institute is recommending that the SUNY Trustees approve the proposal to establish the Storefront Academy, which would not exceed the statutory limit in Education Law §2852(9-a)(a).

Findings

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

- The charter school described in the proposal meets the requirements of Article 56 of the 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 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, federal law and the U.S. Constitution;
 - the inclusion of the proposed by-laws for the operation of the 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.
- 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.
- 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 reflected by (among other things):
 - an extended school year and day, providing significantly more learning opportunities for students;
 - programs to meet the needs of all students at risk of academic failure;
 - an organizational structure that provides the sharing of best practices between the school and its partner school;
 - an organizational structure that provide ample instructional leadership; and,
 - a commitment to providing an educational program focused on outcomes, not inputs.

- 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 FRPL program as required by Education Law §2852(9-a)(b)(i).
- 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).
- 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” with the meaning of Education Law subdivision 2852(9-a)(d) that should be submitted to the Board of Regents for approval.

Conclusion and Recommendations

Based on its review and findings, the Institute recommends that the SUNY Trustees approve the proposal to establish the Storefront Academy Charter School in August 2015.

Storefront Academy Charter School

Lead Applicant(s):	Ray Cameron and Kirkley Strand
Management Co.:	None
Other Partners:	Storefront Academy Harlem
Location (District):	New York City School CSD 7 or 8
Student Pop./Grades:	The school would open with 100 students K - 1 st grade and would grow one grade each year to 408 students in K – 5 th grade.
Opening Date:	August 2015

Basic Identification Information

New York City School District 7			
Enrollment:		18,668	
Percent:			
African-American:		28%	
Hispanic:		69%	
Asian, White, Other:		3%	
Students with Disabilities		21%	
English Language Learners		19%	
Percent Qualifying for Free or Reduced Priced Lunch (2012-2013):		92%	
English Language Arts (2012-13)		Mathematics (2012-13)	
Grade	Percent Proficient	Grade	Percent Proficient
3	10	3	12
4	9	4	12
5	10	5	10
6	8	6	9
7	8	7	6
8	9	8	8

New York City School District 8	
Enrollment:	28,713
Percent:	
African-American:	25%
Hispanic:	64%
Asian, White, Other:	12%
Students with Disabilities	20%
English Language Learners	12%
Percent Qualifying for Free or Reduced Priced Lunch (2012-2013):	77%

English Language Arts (2012-13)		Mathematics (2012-13)	
Grade	Percent Proficient	Grade	Percent Proficient
3	18	3	23
4	17	4	23
5	19	5	20
6	13	6	14
7	15	7	12
8	14	8	11

Source: New York State Education Department 2012-13 Report Card.



**Summary of Public Comments Received
During SUNY Public Comment Period**

Storefront Academy Charter School Proposal

A public hearing was held by the New York City Department of Education on April 7, 2014.

Attendees: 15. Speakers: 3.

Comments were as follows:

- While charter schools claim they serve special education students, ultimately these schools do not offer these services. The speaker's son attends a charter school in the same Community School District yet did not receive services for over a year even though services were needed.
- Charter schools were created to be innovators that brought back new knowledge to district schools. Speaker was concerned that the charter school will lose this focus at the expense of other students in the same building.
- Charter schools take needed money away from district schools.

Additional comments by email:

- The administrator of the current independent Storefront Academy, Wendy Reynoso, does not have the necessary experience dealing with children. Writer was concerned about the capacity of the head of school, teacher turnover, and school personnel using funds on personal items. Her sons were removed from the school after another student made threatening remarks to one of her sons. Rather than removing the child that caused the issue, both of her sons were removed from the school.