



SUMMARY OF FINDINGS AND RECOMMENDATIONS

PROPOSAL TO GRANT
CAPITAL PREP CHARTER SCHOOLS NY
THE AUTHORITY TO OPERATE
CAPITAL PREPARATORY CHARTER SCHOOL NEW ROCHELLE

EXECUTIVE SUMMARY

The board of trustees of Capital Prep Charter Schools NY (“Capital Prep Schools NY” or the “education corporation”), a not-for-profit charter school education corporation authorized by the State University of New York Board of Trustees (the “SUNY Trustees”) to operate two schools, Capital Preparatory Bronx Charter School (“Capital Prep Bronx”), and Capital Preparatory Harlem Charter School (“Capital Prep Harlem”), seeks the authority to operate one additional charter school to be located in a private facility in New Rochelle. The education corporation submitted the proposal for authority to operate Capital Preparatory Charter School New Rochelle (“Capital Prep New Rochelle”) to the SUNY Charter Schools Institute (the “Institute”) on June 3, 2024, in response to the Institute’s [2024 Request for Proposals \(the “RFP”\)](#), released on behalf of the SUNY Trustees on December 6, 2023. The Institute makes copies of applications [available on its website](#).

If approved, Capital Prep New Rochelle will open in August 2025 with 150 students in Kindergarten and 6th – 7th grade, adding students in both elementary and secondary grades each year, and ultimately serving 600 students in Kindergarten – 4th and 6th – 11th grade during its first charter term. Capital Prep New Rochelle will backfill all seats that become available through attrition in all grades.

Capital Prep Schools NY will contract with the charter management organization (“CMO”) Capital Preparatory Schools, Inc. (“Capital Prep;” the “CMO;” or, the “network”), a Connecticut-based not-for-profit corporation, which will provide Capital Prep Schools NY with support in the areas of curriculum and instruction, data management, operations, finance, and human resources. Capital Prep New Rochelle will replicate the instructional program implemented at the existing schools the network manages. As applicable, information regarding the renewal history, academic performance, and student discipline for the existing schools is presented in Appendix B.

After a thorough review process consistent with the New York Charter Schools Act of 1998 (the “Act”), the Institute finds that the proposal to grant Capital Prep Schools NY the authority to operate Capital Prep New Rochelle rigorously demonstrates the criteria detailed in the Institute’s 2024 RFP, which align with the Act.

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

The Institute recommends that the SUNY Trustees approve the proposal to grant Capital Prep Charter Schools NY the authority to operate Capital Preparatory Charter School New Rochelle.

TABLE OF CONTENTS

FINDINGS

| 2

PREFERENCE
SCORING

| 10

BACKGROUND &
DESCRIPTION

| 3

CONCLUSION &
RECOMMENDATIONS

| 11

NOTIFICATION &
PUBLIC COMMENTS

| 10

APPENDIX A
Summary of Public Comments
Received

APPENDIX B
Existing School Performance

APPENDIX C
Fiscal Dashboard

FINDINGS

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

1. The charter school described in the proposal meets the requirements of the Act and other applicable laws, rules, and regulations as reflected in (among other things):
 - appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners (“ELLs”);
 - the required policies addressing student discipline, personnel matters, and health services;
 - an admissions policy that complies with the Act and federal law;
 - the bylaws for the governing education corporation’s board of trustees; and,
 - an analysis of the projected fiscal and programmatic impact of the charter 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):
 - an educational program that meets or exceeds the state performance standards;
 - a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - appropriate staffing plan;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - 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 anticipated enrollment;
 - descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least annually;
 - 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,
 - 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 to support students’ ability to act as agents for positive change in their community;
 - a commitment to accepting new students and to backfill seats up to and through high school grades, providing an additional entry point to a high quality school of choice to students and families in New Rochelle;

- the inclusion of a robust professional development program for instructional staff prior to the start of each school year and throughout the year;
 - the regular practice of student-led conferences in which students present their learning and growth to parents and teachers in order to develop their own self reflection and ownership of their learning; and,
 - a dedicated advisory program to support students in their social-emotional development.
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 New York State Board of Regents (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 reviews. In addition, the Institute engaged independent consultants to evaluate the proposal based on the criteria set forth in the RFP. Pursuant to its protocols, the Institute conducted an interview with the founding team, including the lead applicant, the proposed board of trustees, and key Capital Prep New Rochelle leadership. Trustee Joseph Belluck, Chairman of the SUNY Trustees’ Charter Schools Committee, also met with the founding team.

BACKGROUND & DESCRIPTION

Capital Prep currently manages three schools in New York and Connecticut. The Capital Prep model is based on the program developed at Capital Preparatory Magnet School (“Capital Prep Magnet”) which opened its doors in Hartford, CT in 2005. Capital Prep Magnet continues to operate independently today, though it is not formally affiliated with the network. The experience running Capital Prep Magnet inspired the founding team to propose its first charter school, Capital Prep Harbor Charter School (“Capital Prep Harbor”), which opened in 2015 in Bridgeport, CT as the first school under management of the CMO.

The success of Capital Prep Harbor led the network to seek further expansion into New York City, opening Capital Prep Harlem under the authorization of the Board of Regents in 2016. In 2018, the SUNY Trustees approved the proposal to open Capital Prep Bronx, the network's second school in New York City. In 2019, the SUNY Trustees and Board of Regents approved the merger of Capital Prep Harlem and Capital Prep Bronx under SUNY authorization, creating the merged education corporation Capital Prep Schools NY. In 2023, the State Board of Education in Connecticut granted initial approval to open a fifth school, Capital Preparatory Charter School Middletown ("Capital Prep Middletown"). Capital Prep Middletown's opening date will be determined upon approval of state funding.

Capital Prep Harlem opened its doors in August 2016 and currently serves 214 students in 6th – 12th grade with authorization to serve 700 students in 6th – 12th grade by the end of the charter term. It operates in private space in New York City Community School District ("CSD") 5. The SUNY Trustees granted Capital Prep Harlem an initial five year renewal with conditions for academic performance in February 2021. Capital Prep Harlem is currently on track to satisfy the conditions. Notably, Capital Prep Harlem saw a significant increase in student proficiency rates as measured by state exams in 2023, the last year for which there are final publicly available data, with an overall increase of 27 points in ELA and 32 points in mathematics. Also in 2023, Capital Prep Harlem posted proficiency rates that exceeded the district's overall performance by one percentage point in mathematics and fifteen percentage points in ELA. Capital Prep Bronx opened its doors in August 2020 and currently serves 449 students in 6th – 11th grade with authorization to serve 600 students in 6th – 11th grade by the end of the charter term. It operates in private space in CSD 11. Capital Prep Bronx is in the final year of its current term, and the Institute anticipates presenting a renewal recommendation to the Committee in Spring 2025. To date, Capital Prep Bronx has a strong track record of student performance, having outperformed its district of location in proficiency by 29 percentage points in ELA and by 20 percentage points in mathematics based on state exam results in 2023. Capital Prep Harbor in Connecticut currently serves 778 students in Kindergarten – 12th grade, and was granted a four-year renewal by the Connecticut State Board of Education in March 2024. Notably, the four-year term for Harbor is the longest renewal term awarded by the Connecticut State Board of Education ("CT BOE") to any of the charter schools renewed in 2024. Capital Prep Harbor's most recent four-year graduation rate was 96.6%, exceeding the Connecticut state average of 88.9%, and its most recent six-year graduation rate for high needs students was 100%, exceeding the Connecticut state average of 88%. Capital Prep Harbor students performed at proficiency rates that exceeded the Bridgeport district as measured by 2023-24 state exams, outperforming the district by nine points in ELA, six points in mathematics, and six points in science. The CT BOE requested Capital Prep Harbor submit corrective action plans related to several growth areas during renewal, however, the request for corrective action plans is a typical component of the renewal process in Connecticut and does not indicate the school is under disciplinary action. Capital Prep Harbor's charter remains in good standing.

Capital Prep Schools seeks to open one additional school in New Rochelle based on its existing track record of success and on community need given the lack of high-performing schools of choice and gaps in achievement rates for students of color enrolled in the district. For example, the overall proficiency rates of black and Hispanic students enrolled in the district were significantly lower than overall proficiency rates of white students as measured by 2023 3rd – 8th grade state exams in both English language arts ("ELA") and mathematics. If approved, Capital Prep New Rochelle would open serving students in elementary and middle school grades and eventually grow to provide a full Kindergarten – 12th grade pathway for students and families in New Rochelle, subject to renewal and SUNY approval.

MISSION, PHILOSOPHY, AND KEY DESIGN ELEMENTS

The Capital Prep New Rochelle mission states:

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

Capital Prep New Rochelle will implement the following key design elements:

- **Five Learner Expectations:** Capital Prep New Rochelle will seek to support its students in meeting the five learner expectations of becoming Collaborators, Problem Solvers, Researchers, Empathetic Citizens and Pillars of Knowledge in their communities. These learner expectations are integrated into the curriculum throughout the school year.
- **Student-centered Data-driven Instructional Approach:** Capital Prep New Rochelle's instructional approach will be student-centered, with lessons designed to gradually shift the cognitive load from teachers to students so that students become competent, independent learners.
- **Longer School Day and Year:** This design element allows for a significant amount of instructional time devoted to core subjects to support student mastery of the New York State Learning Standards. It also provides time for meaningful engagement in social justice, world languages, the arts, and further academic intervention and enrichment.
- **Social Justice:** As the central theme of the model at Capital Prep New Rochelle, a focus on social justice supports students' growth as agents of change. The school will implement a dedicated social justice curriculum, which is also integrated across all academic content areas.
- **Advisory Program:** Dedicated advisory time is designed to ensure the school focuses on students' social-emotional development in addition to their academic development. Faculty advisors will work to build strong relationships with their advisees to support students' social, emotional, and academic development.
- **Student-Led Conferences ("SLCs"):** Students at Capital Prep New Rochelle will regularly lead conferences with their parents or guardians and teachers to reinforce their development as independent and reflective learners. Replacing traditional parent-teacher conferences in which students are passive rather than active, SLCs allow students to lead presentations on their learning, strengths, and growth areas.
- **Partnerships With Local Colleges:** Capital Prep New Rochelle will provide students opportunities to take college courses and earn college credits while still enrolled in high school.
- **Two Sport Requirement:** High school students at Capital Prep New Rochelle will participate in two school sports annually, either as a player or as support staff, in order to develop skills they will need in college and careers such as persistence and teamwork.
- **Robust Professional Development:** Capital Prep New Rochelle will deliver a rigorous professional development program designed to improve the key competencies of all teaching staff. Each teacher annually develops an individualized development plan, which instructional leaders support them with through ongoing coaching and mentoring.

CALENDAR AND SCHEDULE

Capital Prep New Rochelle will offer approximately 190 days of instruction each year. The first day of instruction for the 2025 school year will be on or around August 18, 2025, and the last day will be on or around June 18, 2026. Subsequent school years will follow a similar calendar. The school day will begin

each morning at 7:30am and end at 3:30pm. Capital Prep New Rochelle will provide students with more than 1166 hours of instruction per year, which exceeds the requirements 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.

ACADEMIC PROGRAM

Capital Prep New Rochelle will adopt the curricula used at other Capital Prep Schools, 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 curriculum in place at Capital Prep Schools has demonstrated the ability to produce strong student outcomes. Notably, Capital Prep Bronx posted proficiency rates that outperformed its district of location by 29 points in ELA and 20 points in mathematics in 2023, the most recent year with final publicly available data.

The proposed academic program includes a robust assessment system incorporating frequent benchmark and classroom assessments to assess and identify individual student needs on a regular basis, as well as summative assessments such as NWEA MAP and state exams including Regents. Instructional leaders from the school and network will enact systems to provide frequent mentoring, coaching, and professional learning on a weekly basis to support teachers in delivering the academic program effectively and with fidelity.

English Language Arts (“ELA”) (Reading and Writing)

Capital Prep New Rochelle will implement a variety of evidence-based, standards-aligned ELA curricula aimed at helping students develop mastery in reading, writing, speaking, and listening. The early elementary ELA curriculum for Kindergarten – 2nd grade incorporates McGraw Hill’s Wonders and Wilson Foundations, both of which have a strong focus on phonics to ensure students have strong foundational literacy skills. In 3rd – 8th grade, the school implements Lavinia’s Insight Humanities and Close Reading for Meaning, which build comprehension skills to help students understand complex texts across a variety of genres. In 9th – 12th grade, ELA classes use EngageNY and College Board modules and resources to build advanced analysis and writing skills. Across all grades, the Capital Prep ELA curriculum integrates a focus on real-world, social justice issues in alignment with the school’s mission and model.

Mathematics

Capital Prep Schools implement Eureka Math from Great Minds as their core mathematics curriculum in Kindergarten – 12th grade. Eureka Math is standards-aligned and used in many high-performing schools. Units and lessons focus on developing conceptual understanding of math and fundamental skills and numerical fluency while also providing real-life problems which allow students to apply their mathematical understanding in rigorous contexts. Teachers at Capital Prep Schools also use programs such as Zearn, Khan Academy, IXL and NWEA’s MAP Accelerator to provide supplemental targeted math support in response to student outcomes and gaps in understanding.

Science

In Kindergarten – 8th grade, Capital Prep New Rochelle will implement Amplify Science, which is aligned with the Next Generation Science Standards. Amplify’s lessons combine a focus on developing content knowledge across scientific disciplines with inquiry-based lessons in which students develop hypotheses, and analyze and evaluate information based on real-life scenarios. At the high school level, the school will use New Visions curricula for Earth Science and Biology, Prentice Hall for Chemistry, and Physics, Principles with Applicants for Physics.

Social Studies

Capital Prep Schools implements an internally developed curriculum in social studies and social justice which incorporates materials and resources from McGraw Hill, and was developed to align with the National Curriculum Standards for Social Studies. In Kindergarten – 6th grade, social studies and social justice content is integrated with advisory and ELA lessons. In 7th – 12th grade, students take a dedicated social studies and social justice class. Across all grades, social studies and social justice content focuses on teaching core historical knowledge, research, and civics, while also examining complex social justice issues. Notably, high school seniors at Capital Prep Schools complete a social justice capstone project in which they explore a social justice issue and develop an action plan to address the issue within their community.

At-Risk

Capital Prep New Rochelle will implement a Response to Intervention (“RTI”) system to support struggling students. Teachers and leaders will regularly review student academic and behavioral data to identify students who may benefit from more intensive interventions, which may include targeted small group instruction, additional one-on-one intervention, or use of specialized reading or math intervention programs such as Wilson Foundations or DreamBox Math. For students with disabilities, the school will establish a Student Assistance Team (“SAT”), which consists of teachers, social workers, and the academic dean, who will review student progress and individualized education plan (“IEP”) requirements to ensure students receive all required supports, and to assess ongoing progress. The school will implement a sheltered English instruction approach to support ELLs, and will hire a dedicated ELL teacher to support students and to support other teachers in using effective practices to support ELLs.

Physical Education and Wellbeing

Students at Capital Prep New Rochelle engage in physical education starting in Kindergarten, with classes focused on promoting fitness and overall wellbeing, including discussion of choices to support an overall healthy lifestyle. At the secondary level, Capital Prep New Rochelle students participate in two sports as either an athlete or in a support role. The two sport requirement, a key feature of the Capital Prep Schools model, encourages physical health while providing opportunities to build skills in teamwork, collaboration, and persistence.

Spanish

Capital Prep New Rochelle will offer Spanish starting in middle school. The middle school Spanish curriculum focuses on vocabulary acquisition and grammar. In high school, the curriculum shifts to support oral and written communication in alignment with the National Standards for Learning Languages and state standards. The overall goal of the Spanish curriculum is to support students in graduating with intermediate or advanced proficiency levels as a means to further their academic and career opportunities.

EXISTING SCHOOL PERFORMANCE

Please see Appendix B for information about the existing schools’ academic performance.

SCHOOL CULTURE AND DISCIPLINE

Capital Prep New Rochelle aims to develop a school and classroom culture that fosters a positive, supportive, safe, orderly, and caring environment. The school's approach is rooted in the Capital Prep Schools' five learner expectations, which encourage all students to develop their skills as collaborators, problem solvers, researchers, empathetic citizens, and pillars of knowledge. Instructional leaders from the school and network will deliver professional development to support teachers in integrating discussion and examples of what it means to display the five learner expectations in daily lessons. The school will also implement a robust advisory program, training teachers to be effective advisors and to develop meaningful relationships with students. Additionally, Capital Prep New Rochelle's requirement for each student to participate in two sports either as an athlete or in a supporting position during high school aims to develop students' skills in teamwork, persistence, and problem solving.

ORGANIZATIONAL CAPACITY

Capital Prep New Rochelle will establish a leadership structure that effectively and strategically delegates management 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 to the network's assistant superintendent for school leadership, who in turn reports to the school's 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 school culture will be hired as a fourth direct report to the principal.

The school will also benefit from the support of the Capital Prep network. Network supports include back office staff dedicated to curriculum development, HR, finance, and other areas, as well as direct support from regional school support staff including the assistant superintendent for school leadership, who manages and supports principals, and the executive director of special populations, who supports teachers and school leaders in ensuring services for at risk groups are effective.

GOVERNANCE

The bylaws of Capital Prep Schools NY indicate that the education corporation board will consist of no fewer than 5 and no more than 15 voting members, currently set at 7. The members of the board of trustees are set forth below:

1. Baye Adofo-Wilson, Esq., Board Chair

Baye Adofo-Wilson, Esq. is a real estate developer, lawyer and consultant at the real estate development and consulting firm BAW Development LLC. Mr. Adofo-Wilson is currently Of Counsel to Post Polak, PA focusing on New Jersey redevelopment law. Baye is also on the Boards of Berkshire Bank, Berkshire Foundation and the Black Voters Matter Fund. He is a US Army Veteran, has a BA from Rutgers-Newark, a MRP from Cornell University and a JD from the University of Pennsylvania Law School.

2. Rev. Dr. David Holder, Vice-Chair

Rev. Dr. David Holder is a fourth generation pastor, currently serving as Senior Pastor at the New York Covenant Church, which he founded in 1998. Rev. Dr. Holder previously served as an associate minister at churches in California, Massachusetts, and Connecticut. Dr. Holder is also currently the Co-Chair (appointed

by the mayor) of the Community Police Partnership Board of the city of New Rochelle. He holds a BA from the University of Pennsylvania, MBA from UCLA, M.Div from Fuller Seminary, Th.M from Harvard University, and D.Min from Princeton Seminary. .

3. Danique Day, Treasurer

Danique Day currently serves as Chief Schools Officer at Ascend Public Charter Schools. Ms. Day previously served in other instructional leadership roles at high performing schools including Success Academy Charter Schools. Ms. Day holds a BA from Mount Holyoke College.

4. Dr. Steve Perry, Secretary

Dr. Steve Perry is the Founder and Head of Schools of Capital Preparatory Schools. He previously founded and served as principal at Capital Preparatory Magnet School in Hartford, CT. Dr. Perry holds a BA from the University of Rhode Island, MSW from the University of Pennsylvania School of Social Work, and a Doctorate of Educational Leadership from the University of Hartford.

5. Derek Ferguson, Trustee

Derek Ferguson is the Chief Administrative Officer at TIAA. Previously, Mr. Ferguson served as the interim Chief Executive Officer and Chief Operating Officer of the Robin Hood Foundation, and held positions in the music and entertainment industry and consulting. He serves on several other boards including Revolt Media & TV, Riverside Hawks Basketball, and New York Covenant Development Corp. Mr. Ferguson holds a BA from the Wharton School of Business at the University of Pennsylvania and an MBA from Harvard University.

6. Tarik Brooks, Trustee

Tarik Brooks current serves as President of Combs Global, where he oversees all business operations and investments, and previously served in other business leadership positions where he gleaned experience in scaling, negotiating transactions, and managing compliance. Mr. Brooks also serves on the board of Cresco Labs, Revolt TV & Media and Resources for Every Creative. Mr. Brooks holds a BBA in Business Administration and Management from Howard University and an MBA from Harvard Business School.

7. Rochelle Brown, Trustee

Rochelle Brown is the co-founder, Executive Producer, and Co-CEO of Powerhouse Productions, where she oversees all aspects of content development and production within the organization. Ms. Brown has also held leadership positions at other media organizations. Ms. Brown is a graduate of Rutgers University.

FACILITIES

Capital Prep New Rochelle has identified an incubation facility with space sufficient to accommodate its students in the first year of operation. The incubation space, which Capital Prep New Rochelle will lease from New York Covenant Church, is located at 500 Main Street in New Rochelle. The proposal included a letter of commitment from the building owner as well as draft lease terms which the Capital Prep Schools board and building owner will work to finalize if the school is approved. As this space is only temporary, the board and network have formed a team to identify a viable long-term private facility for the school. Capital Prep has a dedicated facilities team led by the network's executive director of facilities, construction, and fleet, and their network team and the Capital Prep Schools board have demonstrated experience and success in identifying and developing suitable school facilities for its other schools.

FISCAL IMPACT

The fiscal impact of Capital Prep New Rochelle on the district is summarized below.

Charter Year	A.	B.	C.	D.	E.	F.	G.
	Expected Number of Students	Basic Charter School Per Pupil Aid	Projected Per Pupil Revenue (AxB)	Other District Revenue (SPED, Food Service, Grants, etc.)	Total Project Funding from District to Charter School (C+D)	New Rochelle City School District Budget	Projected District Impact (E/F)
Year 1 (2025-2026)	150	19,153	2,872,928	344,525	3,217,453	347,487,639	0.93%
Year 5 (2029-2030)	600	19,153	11,491,800	1,348,142	12,839,942	347,487,639	3.70%

The Institute’s analysis found the fiscal impact of the proposed school on the district, charter, and nonpublic schools in the same geographical area will be limited. The New Rochelle City School District has been rated “no designation” for the past three fiscal years from the New York State Office of the State Comptroller’s Fiscal Stress Monitoring System. This is the lowest possible designation, indicating the district was not susceptible to financial stress based on current reporting.

The Institute reviewed the school’s proposed startup, fiscal plans, and supporting evidence for each year of the proposed charter term and found the school has provided a reasonable and conservative financial plan to open the school. At the time of the new application process, the education corporation has maintained an adequate financial standing, though Capital Prep Harlem has experienced a decline in enrollment over its present charter term. The applicant group and founding board were reflective about the root causes of these challenges and presented plans to address enrollment challenges at Capital Prep Harlem, and also planned for a conservative enrollment pattern at Capital Prep New Rochelle. If the school is approved, the Institute recommends strongly emphasizing student recruitment/marketing during the preopening period to maximize enrollment and ensure fiscal stability.

NOTIFICATION & 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 posted it on the Institute’s website for public review. The district scheduled a public hearing pertaining to the proposed school for July 30, 2024. The Institute carefully reviews and considers all district and public comments received prior to finalizing its recommendation. Any district comments and a summary of public comments is provided in Appendix A.

PREFERENCE SCORING

Education Law § 2852(9-a)(c) requires authorizers to establish a scoring rubric and grant priority to applications meeting both statutory and authorizer standards. The purpose of the preference 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. The RFP identified the minimum eligibility requirements and mandated preference criteria required by Education Law § 2852(9-a)(c), as described in greater detail below, as well as SUNY's additional criteria. The Capital Prep New Rochelle proposal met the eligibility requirements, as evidenced by the following:

- the proposal was sufficiently complete, i.e., it included a Transmittal and Summary form, 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 5); 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 4).

As Capital Prep New Rochelle's proposal submission met the eligibility criteria, the Institute's evaluation continued with a full review of the proposal, an interview of the application 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 nine Preference Criteria contained in the RFP for which proposals can earn credit as described in the RFP's Preference Scoring Guidance. The Preference Criteria, in addition to eligibility criteria and the overall high standards established by the SUNY Trustees, include the mandatory objectives set forth in Education Law §§ 2852(9-a)(c)(i)-(viii).

Pursuant to the RFP, in compliance with the requirements for new charter applications set forth in Education Law § 2852(9-a), the Institute recommends the SUNY Trustees approve the application for one new charter as proposed. Capital Preparatory Charter School New Rochelle earned a score of 25.80 preference points out of a maximum of 39. Based on this score and the other information and findings set forth herein, the Institute recommends that the SUNY Trustees approve the proposal to establish Capital Preparatory Charter School New Rochelle, which does not exceed the statutory limit in Education Law § 2852(9)(a).

CONCLUSION & RECOMMENDATIONS

Based on its review and findings, the Institute recommends the SUNY Trustees approve the proposal to grant Capital Prep Charter Schools NY the authority to operate Capital Preparatory Charter School New Rochelle.

APPENDIX A:

SUMMARY OF PUBLIC COMMENTS RECEIVED

SUMMARY OF PUBLIC COMMENTS RECEIVED DURING THE SUNY PUBLIC COMMENT PERIOD THROUGH OCTOBER 2, 2024

On or about July 3, 2024, in accordance with Education Law § 2857(1), 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 to establish Capital Prep New Rochelle. 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 New Rochelle proposal was also posted on the [Institute's website](#) for public review.

The City School District of New Rochelle ("CSDNR") held its required hearing on July 30, 2024 for Capital Preparatory Charter School New Rochelle's new school proposal. Senator Shelley B. Mayer spoke for herself and on behalf of Senator Nathalia Fernandez and Assemblymembers Amy Paulin and Steve Otis. Mayor Yadira Ramos-Herbert of the City of New Rochelle also spoke. Senator Mayer and Mayor Ramos-Herbert spoke in opposition to the school based on prior allegations against the education corporation, the alleged low enrollment of special populations at the education corporation's current schools, and the general allegations that charter schools negatively impact district schools and lack accountability. Six CSDNR Board of Education members, two New Rochelle Parent Teacher Association ("PTA") Council representatives, and five school district employees spoke in opposition to the application alleging charter schools do not serve all students and reiterating the claims of previous speakers. Two representatives from the National Association for the Advancement of Colored People ("NAACP") New Rochelle branch, a representative from the Federation of United School Employees of New Rochelle, five current and former CSDNR students, and ten community members spoke in general opposition to charter schools. Regarding the new school proposal, members of the community expressed concern about whether it would provide a better option than existing district schools. Four members of the community spoke in support of the proposal because they support school choice, appreciate the longer school year and days, have concerns about the frequent turnover of the district superintendent and achievement gaps in the district schools, and because charter schools are subject to the same accountability models as district schools.

The applicants provided evidence of support for the proposed school in the form of letters from a variety of individuals and organizations including Bishop Martin Nelson, Senior Pastor of Bezer Holiness Church; Derick Griffith, President of New-Rochelle-White Plains Alumni Chapter Kappa Alpha Psi Fraternity, Inc; Reverend Dr. David R. Holder, Founder, Senior Pastor at New York Covenant Church; Reverend Gregory Millings, New York Covenant Community Development Corporation; Bishop Dr. Derek G. Pierson, Senior Pastor at Holy Lighthouse Church; Reverend Dr. H. Lee Jordan, Jr., Pastor at Shiloh Baptist Church; Reverend Dr. Wallace L. Noble, Senior Pastor at St. Catherine AME Zion Church; Dr. Reginald L. Hudson, Overseer/Sr. Servant Pastor at Union Church of New Rochelle; as well as 13 letters and 38 emails from community members expressing their support. The letters and emails expressed support for the school's proposed focus on college preparation and social justice, commitment to serving struggling and disadvantaged children, dedication to holistic education designed to equip students to succeed academically, and intention to foster connections with local businesses and organizations. The applicant group also collected interest form responses from 243 community members expressing their support for the school or interest in enrolling their age-eligible children should the school be approved. Several

community members included additional written comments in their interest form responses, indicating they support approval of the school as they believe students and families need additional high-quality school options in New Rochelle. Two current or former CSDNR students who completed the interest survey stated that they support the school as they were dissatisfied with their educational experience and would have liked to have a strong alternative option.

The Institute received letters in opposition to the proposal from the CSDNR Superintendent of Schools, the CSDNR Board of Education, a State Senators Shelley B. Mayer and Nathalia Fernandez, State Assemblymembers Amy Paulin and Steve Otis, Mayor Yadira Ramos-Herbert of the City of New Rochelle, the Lower Hudson Council of School Superintendents, the Bay Shore Union Free School District, and the Public Schools of the Tarrytowns Superintendent. Letters in opposition were also received from the second vice president of the CSDNR Board of Education, the executive board of the New Rochelle PTA Council, the vice president of the New Rochelle branch of the NAACP, the New Rochelle Federation of United School Employees, CSDNR's Administrative and Supervisory Unit, the Lower Hudson Education Coalition, and included the New Rochelle PTA Council's change.org petition with over 1,700 signatories. The Institute received approximately 1,870 mailed letters in opposition to the school.

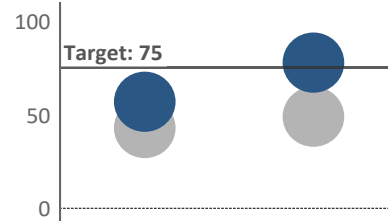
APPENDIX B: EXISTING SCHOOL PERFORMANCE

Capital Preparatory Bronx Charter School

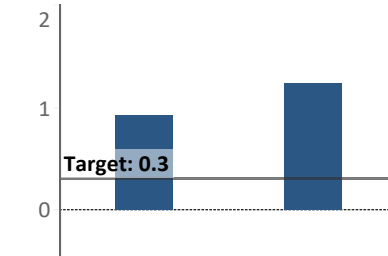
Bronx CSD 11

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to **the district**.



Effect Size. The chart shows charter'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.



Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



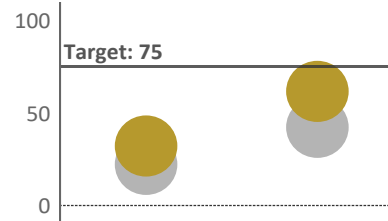
Test Year	Comp Grades	District %	Charter %
2022	7-8	43	57
2023	7-8	49	78

Test Year	Test Grades	ED%	Effect Size
2022	6-8	74.9	0.91
2023	6-8	76.5	1.23

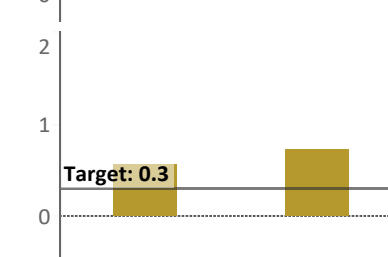
Test Year	Charter Mean Growth
2022	N/A
2023	57.9

MATHEMATICS ACCOUNTABILITY PLAN GOAL

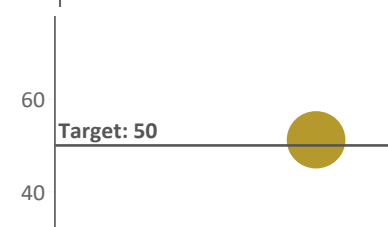
District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to **the district**.



Effect Size. The chart shows charter'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.



Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	Comp Grades	District %	Charter %
2022	7-8	22	32
2023	7-8	42	62

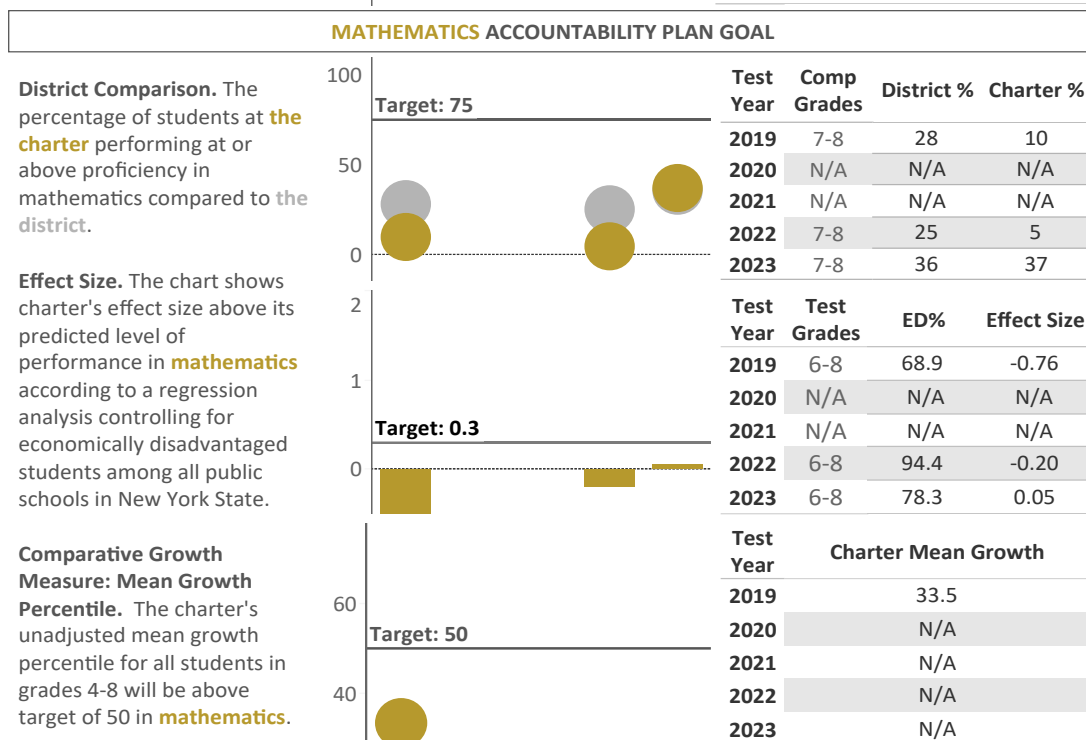
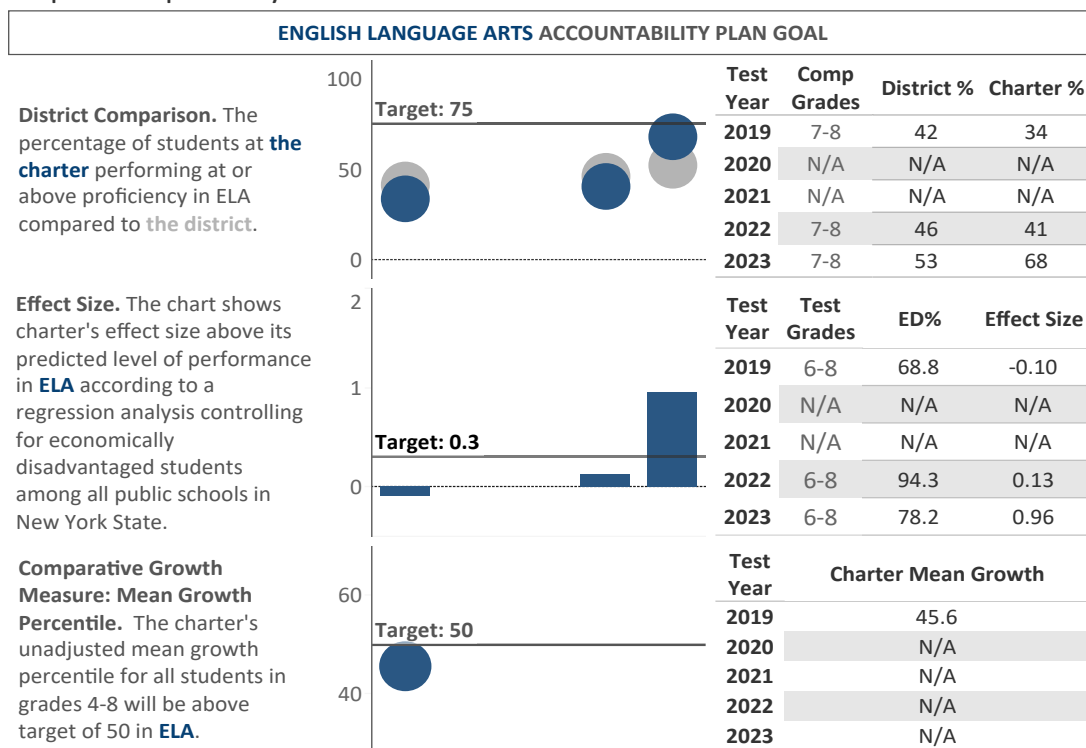
Test Year	Test Grades	ED%	Effect Size
2022	6-8	75.5	0.56
2023	6-8	76.6	0.73

Test Year	Charter Mean Growth
2022	N/A
2023	51.4

APPENDIX B: EXISTING SCHOOL PERFORMANCE

Capital Preparatory Harlem Charter School

Manhattan CSD 4

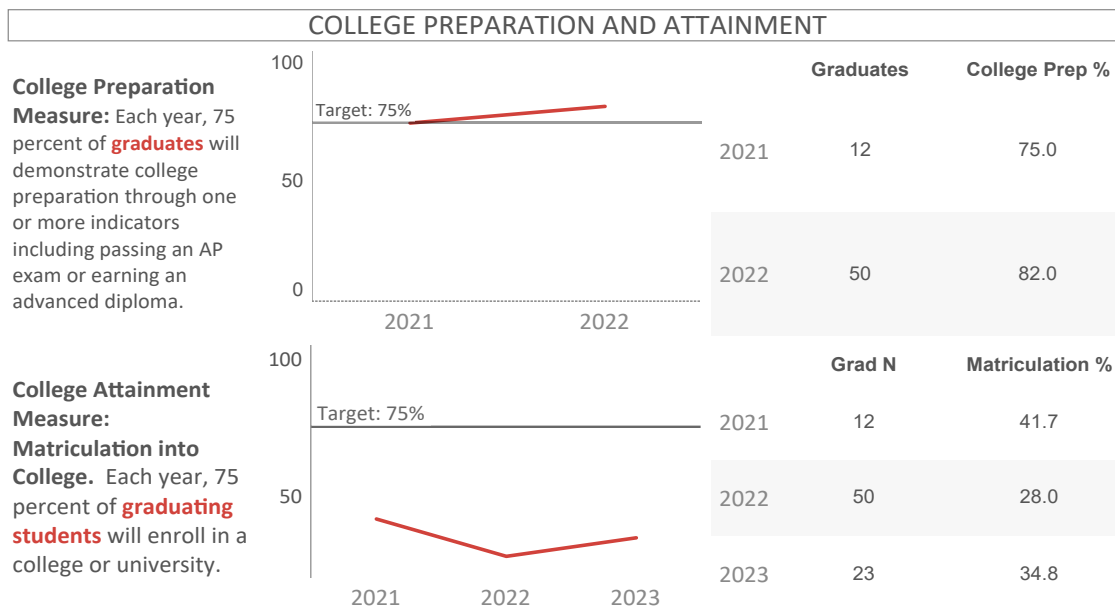
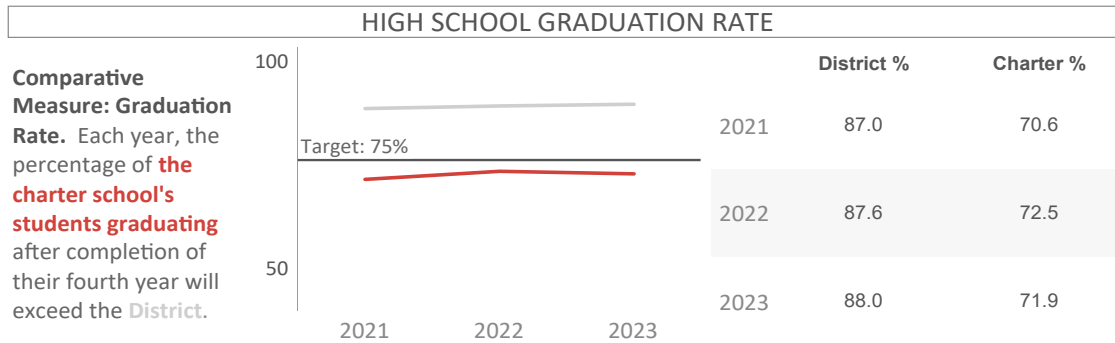


Student growth percentiles for Capital Prep Harlem are unavailable for 2022-23.

APPENDIX B: EXISTING SCHOOL PERFORMANCE

Capital Prep Harlem

Manhattan District 4

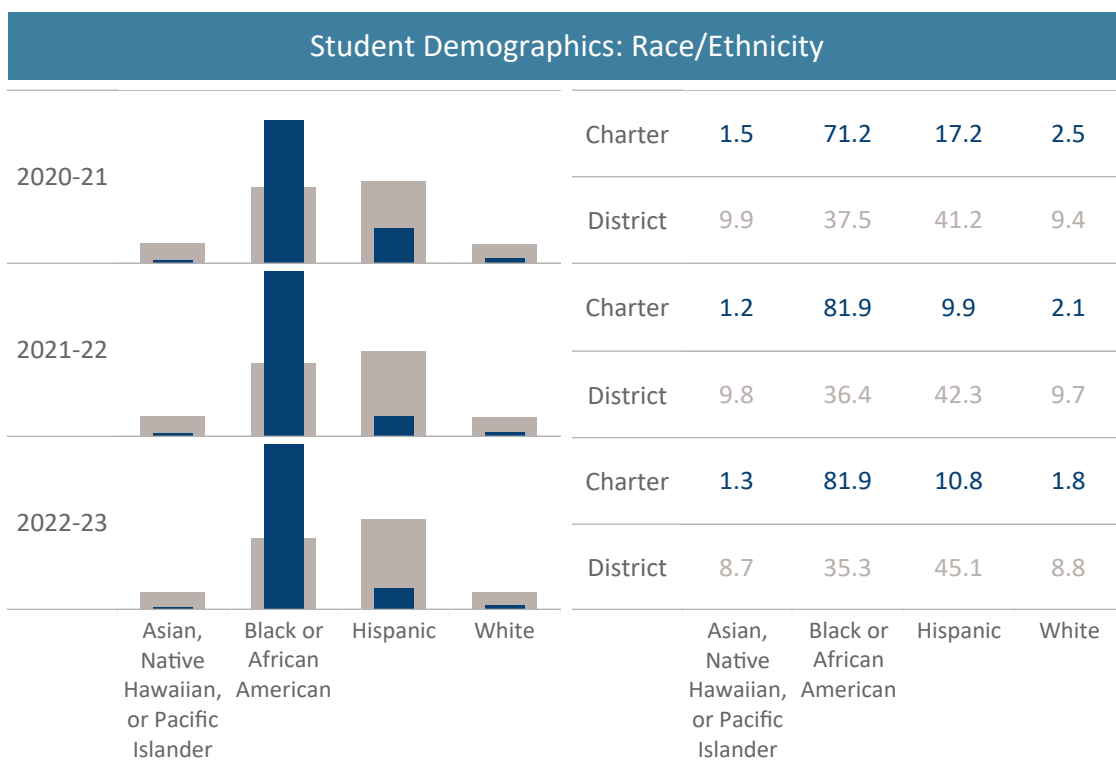
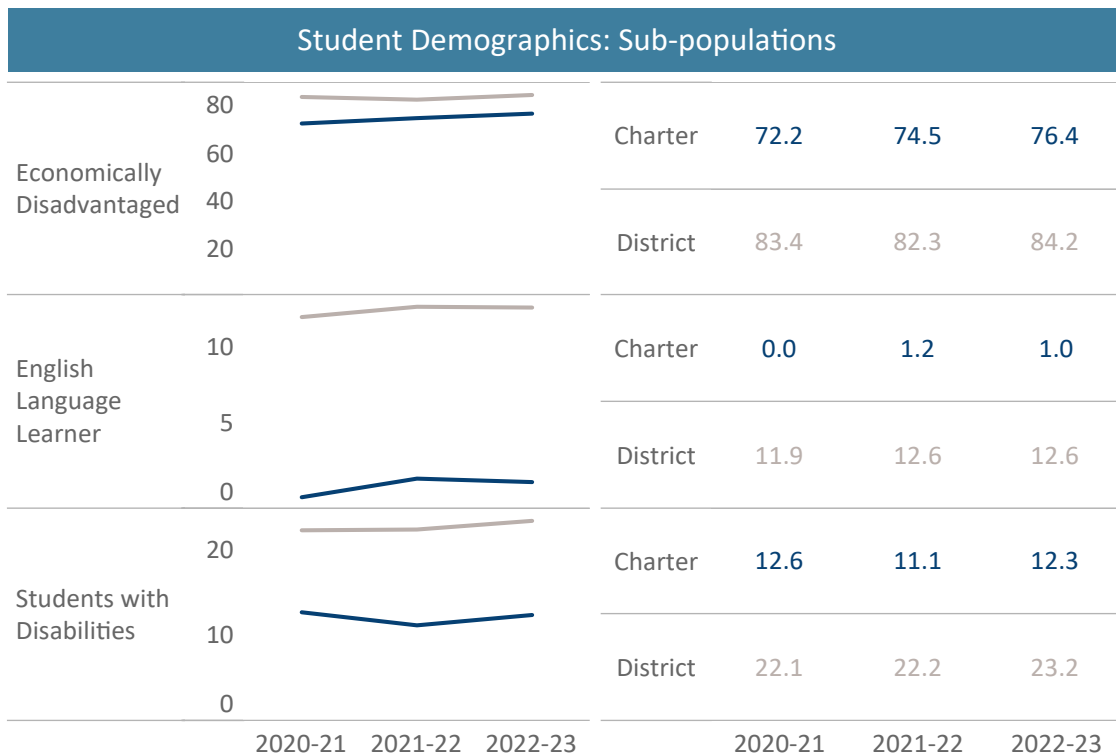


Data reported in the above chart reflect information reported by the NYSED supplemented with information supplied by the school and validated by the Institute.

APPENDIX B: EXISTING SCHOOL PERFORMANCE

Capital Preparatory Bronx Charter School

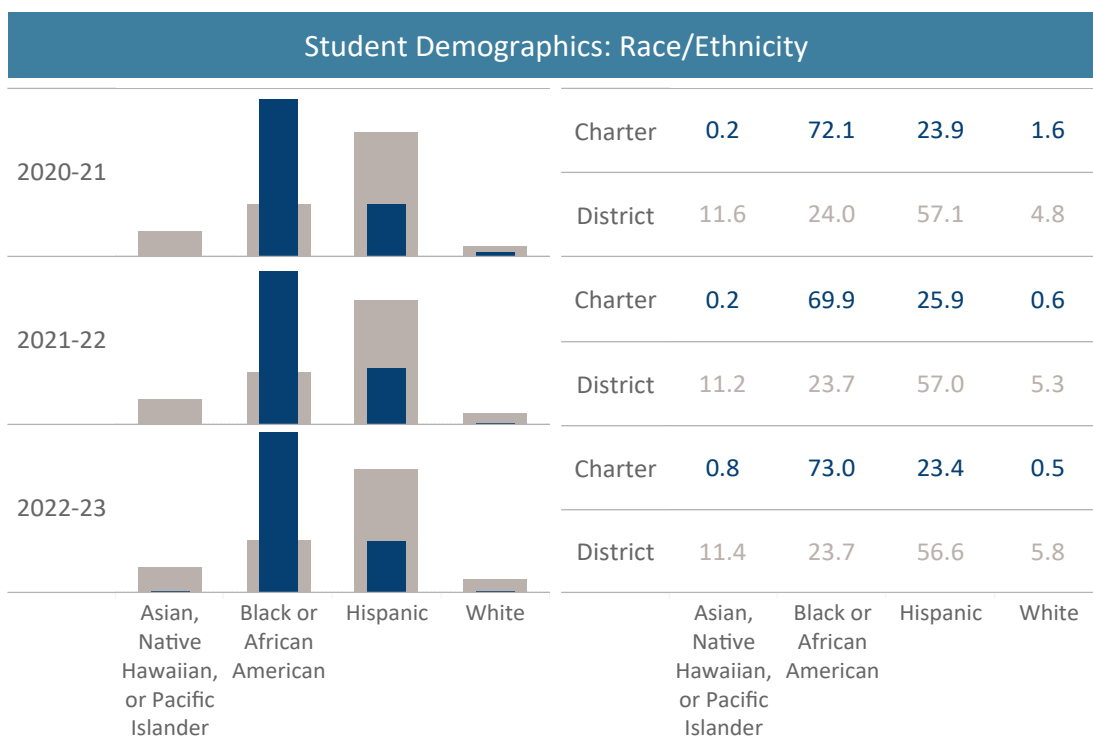
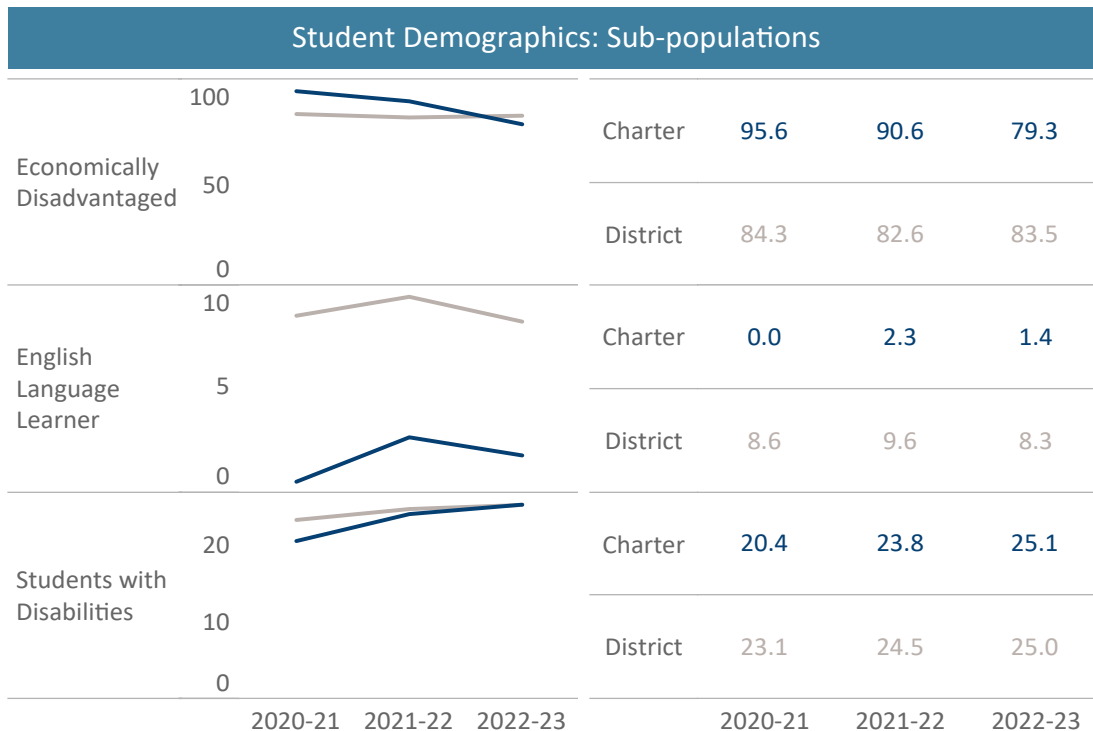
Bronx CSD 11



APPENDIX B: EXISTING SCHOOL PERFORMANCE

Capital Preparatory Harlem Charter School

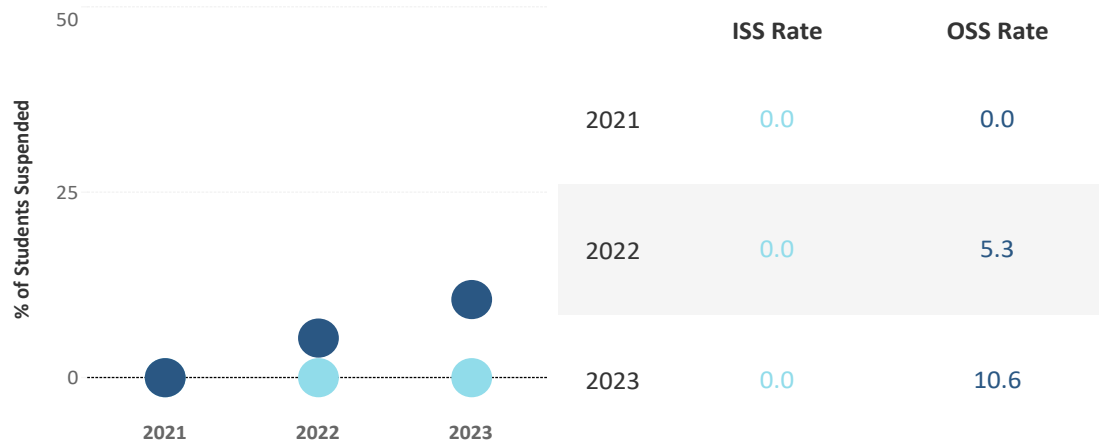
Manhattan CSD 4



Data in the above charts reflect the district in which the school was located for the corresponding years and not the school's current geographic location.

APPENDIX B: EXISTING SCHOOL PERFORMANCE

Capital Preparatory Bronx Charter School



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by 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 charter each year

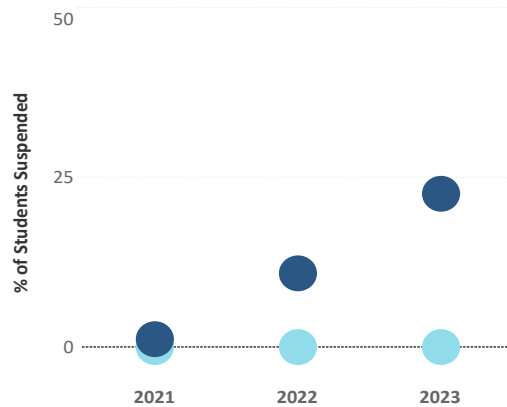
2021	2022	2023
0	0	0

Capital Preparatory Bronx Charter School's Enrollment and Retention Status: 2022-23

		Target	Charter
enrollment	economically disadvantaged	79.4	76.4
	English language learners	16.3	1.0
	students with disabilities	22.6	12.3
retention	economically disadvantaged	84.0	76.8
	English language learners	87.1	66.7
	students with disabilities	84.9	81.5

APPENDIX B: EXISTING SCHOOL PERFORMANCE

Capital Preparatory Harlem Charter School



Manhattan CSD 4

ISS Rate

OSS Rate

2021	0.0	1.2
2022	0.0	10.9
2023	0.0	22.6

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by 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

2020-21	52.1
2021-22	76.3
2022-23	56.1

Expulsions: The number of students expelled from the charter each year

2021	2022	2023
------	------	------

0 8 3

Capital Preparatory Harlem Charter School's Enrollment and Retention Status: 2022-23

		Target	Charter
enrollment	economically disadvantaged	79.7	79.3
	English language learners	8.9	1.4
	students with disabilities	21.7	25.1
retention	economically disadvantaged	85.3	57.6
	English language learners	82.8	50.0
	students with disabilities	84.3	56.6

Enrollment and retention targets reflect the school's current geographic location within CSD 5.

APPENDIX C:

FISCAL DASHBOARD

CAPITAL PREP CHARTER SCHOOLS NY (COMBINED)

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other
Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities
Grants and Contracts
State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other
Total Program Services
Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue
Total Temporally Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

	MERGED	MERGED	MERGED	MERGED
	2018-19	2019-20	2020-21	2021-22
	-	1,781,188	2,589,842	2,922,936
	-	662,830	1,194,378	2,544,687
	-	-	-	-
	-	69,344	7,013	43,974
	-	-	-	-
	-	2,513,362	3,791,233	5,511,597
	-	887,306	1,110,094	1,546,804
	-	717,000	842,000	867,000
	-	4,117,668	5,743,327	7,925,401

	-	57,530	139,216	377,219	380,862
	-	-	-	-	-
	-	-	4,974	115,264	59,211
	-	100,000	300,000	200,000	2,423,454
	-	-	-	17,648	-
	-	216,980	680,989	888,054	699,425
	-	374,510	1,125,179	1,598,185	3,562,952
	-	240,208	316,666	316,665	-
	-	1,002,830	222,061	105,645	73,590,070
	-	1,617,548	1,663,906	2,020,495	77,153,022

	-	2,083,120	4,079,421	5,904,906	7,381,218
	-	417,000	-	-	150,000
	-	2,500,120	4,079,421	5,904,906	7,531,218
	-	4,117,668	5,743,327	7,925,401	84,684,240

	-	6,076,745	9,316,092	10,978,772	12,373,033
	-	909,129	1,636,156	2,013,369	1,831,063

	-	39,208	52,230	38,653	1,678,936
	-	213,720	1,234,160	1,546,388	313,630
	-	559,844	164,204	261,458	1,946,492
	-	-	-	-	11,049
	-	1,473,350	2,383,683	2,754,511	3,363,248
	-	-	-	-	-
	-	9,271,995	14,786,525	17,593,151	21,517,451

	-	5,581,564	9,339,573	10,876,302	13,924,479
	-	2,399,962	3,838,376	3,830,365	4,750,653
	-	-	-	-	-
	-	7,981,526	13,177,949	14,706,667	18,675,132
	-	699,801	960,129	1,089,807	1,402,558
	-	2,631	3,744	4,054	3,944
	-	8,683,958	14,141,822	15,800,528	20,081,634
	-	588,037	644,703	1,792,623	1,435,817

	-	946,274	231,768	28,085	172,000
	-	2,182	-	4,777	-
	-	-	702,830	-	18,495
	-	-	-	-	-
	-	948,456	934,598	32,862	190,495

	-	9,803,451	16,138,123	17,626,013	21,707,946
	-	417,000	(417,000)	-	-
	-	10,220,451	15,721,123	17,626,013	21,707,946

	-	1,536,493	1,579,301	1,825,485	1,626,312
	-	963,627	2,500,120	4,079,421	5,904,906
	-	-	-	-	-
	-	2,500,120	4,079,421	5,904,906	7,531,218

APPENDIX C:

FISCAL DASHBOARD

CAPITAL PREP CHARTER SCHOOLS NY (COMBINED)

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other
Total Expenses

2018-19	2019-20	2020-21	2021-22	2022-23
-	669,801	1,256,016	1,303,818	1,361,736
-	2,840,454	4,887,731	4,300,653	4,075,031
-	381,259	307,599	426,638	651,960
-	-	-	-	-
-	3,891,515	6,451,346	6,031,109	6,088,727
-	1,095,037	1,385,652	1,239,883	1,192,531
-	26,273	62,936	54,618	38,060
-	878,336	1,550,432	1,761,838	2,153,596
-	1,293,472	2,476,808	2,763,098	5,307,066
-	29,338	46,415	81,398	92,171
-	464,304	462,363	1,052,574	1,456,614
-	65,462	87,720	67,343	86,944
-	161,541	351,596	747,912	543,776
-	274,578	418,569	392,892	535,440
-	503,724	847,985	1,607,863	2,586,709
-	8,683,580	14,141,822	15,800,528	20,081,634

CHARTER ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - GRAPH 4
Chartered Grades
Final Chartered Grades (includes any revisions)

2018-19	2019-20	2020-21	2021-22	2022-23
-	660	840	988	1,151
-	500	560	828	1,051
-	373	578	654	702
-	-	-	-	-
-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

-	-	-	-	-
0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

-	24,856	25,586	26,901	30,665
-	2,543	1,617	50	271
-	27,398	27,203	26,951	30,936

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other

-	21,396	22,802	22,487	26,614
-	1,883	1,668	1,673	2,004
-	23,279	24,470	24,160	28,618
0.0%	91.9%	93.2%	93.1%	93.0%
0.0%	8.1%	6.8%	6.9%	7.0%
0.0%	17.7%	11.2%	11.6%	8.1%
#DIV/0!	14.0%	16.8%	15.7%	24.7%

% of Revenue Exceeding Expenses - **GRAPH 5**

% of Revenue Expended on Facilities

Student to Faculty Ratio

-	8.8	7.7	11.7	12.5
---	-----	-----	------	------

Faculty to Admin Ratio

-	6.7	6.8	5.1	4.7
---	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

0.0	3.0	2.9	3.0	2.0
N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

0	2,138,852	2,666,054	3,913,412	2,984,173
0.0%	21.8%	16.5%	22.2%	13.7%
0.0	6.7	3.4	3.4	1.8
N/A	LOW	LOW	LOW	MEDIUM
N/A	Excellent	Excellent	Excellent	Good

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

0.0	6.5	3.4	3.4	1.8
N/A	LOW	LOW	LOW	MEDIUM
N/A	Excellent	Excellent	Excellent	Good

Debt to Asset Ratio - GRAPH 7

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.0	0.4	0.3	0.3	0.9
N/A	LOW	LOW	LOW	MEDIUM
N/A	Excellent	Excellent	Excellent	Good

Months of Cash - GRAPH 8

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

0.0	2.5	2.2	2.2	3.1
N/A	MEDIUM	MEDIUM	MEDIUM	LOW
N/A	Good	Good	Good	Excellent



Charter Schools Institute
The State University of New York

www.newyorkcharters.org

State University Plaza
353 Broadway
Albany, New York 12246
518-445-4250