

APPENDIX A: 2022-23 CHARTER SCHOOL ANNUAL REPORT

PART 1: SCHOOL INFORMATION AND EXECUTIVE SUMMARY	
Name of Charter School:	Year School Opened:
Capital Preparatory Harbor School	2015
Street Address:	City/Zip Code:
777 Main Street	Bridgeport, CT 06604
School Director:	School Director Contact Information:
Dr. Ayanna Carter	ayanna.carter@wearecapitalprep.org / 475-422-5900
Grades Authorized to Serve in 2022-2023:	Charter Term:
K-12	2020-2024 (1-year COVID-19 Extension)
<p>1. School Performance Best Practices: In 250 words or less, describe the practice or practices in use at the school that have resulted in strong student outcomes and a positive school climate during the 2022-2023 school year. Explain the rationale for establishing the practice(s) and the issue(s) it was intended to address. Describe impact of the practice(s) on the school outcomes referencing evidence of effectiveness (i.e. quantitative, qualitative data). Provide evidence of collaboration with local school districts in this area as appropriate.</p>	
<p>Capital Prep Harbor School offers a unique K-12, college preparatory and social-justice-themed education, preparing students to be agents of change while developing college and life skills. The research-based model provides a rigorous but nurturing environment that fosters strong relationships, sets high expectations, and problem-solving skills. Interwoven affective programming ensures students feel valued and have a sense of belonging. Daily advisory sessions, designed to cultivate meaningful relationships between scholars and their learning environment, help scholars create individualized plans to set goals and establish action steps for academic, social-emotional, and career development. Other unique elements include our two-sport requirement, house competitions, and student government. Social justice is integrated throughout, culminating in a capstone project demonstrating community commitment.</p> <p>The school welcomes students of all ages and academic levels, with an almost 100% minority student body, primarily economically disadvantaged, and many with diverse learning needs, including 10% eligible for special educational services and 9% English Language Learners.</p> <p>Academically, instruction is data-driven; student performance is analyzed to guide instructional staff in applying appropriate interventions and remediation. Performance highlights include strong graduation rates that exceed those of BPS, including for students in various high need subgroups, and a college acceptance rate that has been 100% for seven consecutive years. National Student Clearinghouse data show Harbor graduates outperform the national average in college enrollment in the first year after graduation - 84% vs. 77%, in college enrollment at any time during the first two years after graduation - 86% vs. 81%, and in persistence from freshman to sophomore year - 79% vs. 76%.</p>	

Graduation Rate Over Time: 4-Year Cohort

Year	District	All Students	High Needs	ELL	Special Education
2020-21	Capital Prep Harbor	86	81	100	71
	State of Connecticut	90	82	74	69
	Bridgeport SD	76	73	66	59
2021-22	Capital Prep Harbor	97	95	100	100
	State of Connecticut	89	81	70	70
	Bridgeport SD	74	71	64	57

Each student is provided social-emotional support, an individualized learning plan, and an academic program that helps them develop critical thinking skills and a global understanding of social justice issues. The results below demonstrate this by showing the SBAC data of our school compared to that of the Bridgeport school district for the 2022-2023 school year:

Grade	ELA 2023		Math 2023	
	CPH	Bridgeport	CPH	Bridgeport
3	17.5%	15.7%	19%	14.2%
4	35.3%	19%	29.4%	12.4%
5	36.4%	19.1%	18.2%	7.2%
6	41.4%	22.5%	15.5%	11.6%
7	29.5%	22.5%	16.4%	11.3%
8	29.8%	19.1%	7%	8.2%

Overall: CPH 31.6% Bridgeport 19.6% Overall: CPH 18% Bridgeport 10.8%

The above tables demonstrate Capital Prep’s overall proficiency percentage is 12 percentage points higher than the sending district in ELA and 7.2 higher in Math.

PART 2: SCHOOL PERFORMANCE

- School Goals:** State the school’s mission statement. Provide the school’s mission-specific, measurable goals. Analyze school progress toward these goals, providing data as appropriate. Add/Remove rows as necessary.

MISSION STATEMENT

The mission of Capital Preparatory Schools is to provide historically disadvantaged students with the college and career readiness skills needed to become responsible and engaged citizens for social justice.

Capital Preparatory Harbor Charter School aspires to create a community of lifelong learners that will provide society with citizens who work toward improving and supporting underserved communities. Our school provides an educational environment that creates opportunities for all students to realize and fulfill their social, academic, and civic responsibilities. Capital Preparatory Harbor Charter School will develop skills necessary for students to become agents of social change through our learner expectations - a set of values that recognizes our

- Students as Collaborators
- Students as Problem Solvers
- Students as Researchers and Information Processors
- Students as Empathetic and Responsible Citizens
- Students as Pillars of Knowledge

Goal Statement:	Evidence of Progress Toward Target Goals:
<p>Academics: All students will demonstrate accelerated growth in math skills by 1.5 years as measured by the NWEA MAP in math and ELA.</p>	<p>The NWEA MAP assessments are used at Capital Preparatory Harbor School to assess student growth and accomplishment. In the fall, students will receive data that targets their annual growth rate in order to retain their present level of proficiency. Capital Prep Harbor staff work to increase scholar levels by 1.5 to achieve the new goal value. During the 2022-2023 school year Capital Preparatory Harbor School completed all three MAP examinations (fall, winter, and spring).</p> <p>The data obtained from the Fall to Spring MAP continue to mostly correlate with SBAC performance. Grades 5, 6, and 8 in ELA and 3, 4, 6 in Math achieved proficiency percentages that were within 5 percentage points achieved on SBAC. Using the NWEA MAP exam results to identify groups of scholars to focus on skill remediation and enrichment has been a contributing factor to improved scores and proficiency levels on both MAP and SBAC exams.</p> <p>Learning loss caused by the COVID-19 epidemic has been a challenge throughout the State of Connecticut. While there has been noticeable progress, in-person testing performance is no longer comparable to pre-pandemic levels. Our staff is committed to reducing this gap and assisting our scholars in becoming assessment-capable learners by providing remediation, guidance on testing posture, stamina, and focus on priority criteria.</p> <p>Our school continues to use the Accountability Monitoring Report to track scholar performance and continues to examine achievement data closely. This supports leaders</p>

	<p>and instructors to provide necessary interventions and remediation. Additionally, we review the data with staff, family, and scholars, and set goals to ensure that everyone understands the significance.</p> <p>In addition to the NWEA examinations, leadership instituted more frequent interim assessments structured around the SBAC exams and the state IAB materials. This gave scholars the opportunity to demonstrate their understanding of the subject as well as the ability to develop their skills further.</p>
<p>College Readiness: 100% of Capital Prep seniors will be accepted to a 4 year college or university with at least one college class experience.</p>	<p>Capital Preparatory Harbor School understands that obtaining a college degree is a life-altering accomplishment. Less than half of children who grow up in the bottom 20% of the income distribution and do not receive a college education will escape poverty as adults; conversely, 9 out of 10 children who receive a college education will rise up the economic ladder and out of poverty. As a result, we concentrate on providing college chances for our pupils. We accomplish this through dual enrollment, which allows our upperclassmen to take college and high school courses concurrently. In this approach, all scholars have the option to obtain college credit while still in high school. Capital Prep Harbor ranked #1 in Connecticut for Next Generation Accountability Indicator 6 for college readiness.</p> <p>The pandemic did not alter Capital Prep Harbor School's dedication to college preparedness. At the end of the 2022-2023 school year 100% of our seniors, who are primarily low-income and minority and first generation, were accepted to four-year colleges. Capital Preparatory Harbor School seniors received over 200 college acceptances in total.</p> <p>Additionally, all 36 seniors graduated with at least 3 college credits. This class had many accolades including:</p> <ol style="list-style-type: none"> 1. 2 scholars receiving associates degrees in criminal justice 2. 1 Gates Millenium Scholarship finalist 3. Several scholars attending HBCUs - like Morehouse College and Clark Atlanta University 4. 1 scholar attending Yale University on a full scholarship.

<p>School Climate and Community Engagement: Capital Prep Harbor school will host at least 2 Parent/Community engagement events per month.</p>	<p>Capital Prep Harbor School believes in incorporating our families and community in our children's education. In total, over thirty events were held between the two schools, including student-led conferences.</p> <p>We began our open house and monthly round table meetings in the fall of 2022 (these are opportunities for parents and administrators to work on skills that will better support scholars in school and at home). Among the topics covered are:</p> <ol style="list-style-type: none"> 1. <i>Helping Your Child Succeed in School</i> 2. <i>Introduction and Support with the College Process</i> 3. <i>Financial Aid for Families</i> 4. <i>Family Literacy Night</i> 5. <i>Power School & Standard Based Grading 101</i> <p>In addition, we have had celebrations such as La Fiesta Latina for Hispanic Heritage Month, as well as plans for sports banquets and other family-friendly community building events. Our high school also worked with HangTime and Agents of Change, two Bridgeport-based community organizations.</p> <p>Our goal is to continue actively engaging the community in order to foster shared responsibility for scholar and school success.</p>
---	---

2. Student Achievement: Data summarizing school performance and academic achievement from the 2021-22 school year provided below. Please review data evidencing student growth and progress toward closing achievement gaps.

Performance Metric	2021-2022
1.1. Academic Achievement	
a. ELA Performance Index – All Students	53.5
b. ELA Performance Index – High Needs Students	51.1
c. Math Performance Index – All Students	46.2
d. Math Performance Index – High Needs Students	43.8
e. Science Performance Index – All Students	51.7
f. Science Performance Index – High Needs Students	49.3
1.2. Academic Growth	
a. ELA Academic Growth – All Students	60.3%
b. ELA Academic Growth – High Needs Students	59.9%
c. Math Academic Growth – All Students	61.4%
d. Math Academic Growth – High Needs Students	61.4%
e. Progress Toward English Language Proficiency – Literacy	91.0%
f. Progress Toward English Language Proficiency - Oral	65.6%
1.3. Participation Rates–ELA, Math, Science (a. All Students, b. High Needs)	
1.4. Chronic Absenteeism	
a. All Students	35.4%



	b. High Needs	35.8%
1.5. Postsecondary Preparation		50.6%
1.6. Postsecondary Readiness		63.5%
1.7. On-track to High School Graduation		90.8%
1.8. 4-year Graduation—All Students 2020-21 Cohort		86.3%
1.9. 6-year Graduation—High Needs 2018-19 Cohort		*
1.10. Postsecondary Entrance		71.7%
1.11. Physical Fitness (estimated participation rate = 92.5%)		3.4%
1.12. Arts Access		76.8%
School Category:		3
Charter School Accountability Index:		65.4

3. Legal Compliance Best Practices: In 250 words or less, detail how specific practices employed at the school result in ensuring that the school operates in compliance with applicable laws and regulations (e.g. support for students with disabilities, English learners/Multilingual learners, employee and student rights) overtime. Describe the areas of operation including policies and procedures that ensure compliance with applicable laws and regulations. Include quantitative and qualitative information associated with compliance. Provide evidence of collaboration with local school districts in this area as appropriate.

The special populations team works in collaboration with Bridgeport Public Schools and any other LEAs to ensure scholars are receiving mandated services in accordance with their IEPs aligned with federal and state mandates. Our special populations team is implementing and training on the new CT-SEDS IEP system. Continuous professional development is ongoing for all staff. Additionally we are attending any trainings to remain current in best practices for students with special needs. We have to continue to align our best practices with state and federal regulations and best practice.

Our ML services have been provided in accordance with guidelines for scholars K-12 under the leadership of our Senior ELL Illuminator (teacher). We align our instruction in accordance with Connecticut’s English Language Proficiency standards which are integrated into content and grade-level curriculum. We are providing continuous professional development to support our ML learners. In addition, professional development is provided to all staff and administration regarding legal obligations to the special populations, including ML instruction, IEP, best practices/strategies, and accommodations/modifications.

We provide translation services through ACES for families to meaningfully participate in school wide events, student-led conferences and any required meeting regarding their scholar. ML scholars have also successfully qualified for the Seal of Biliteracy.

The Capital Prep Harbor team regularly engages with the Bridgeport Public Schools staff to serve scholars most effectively.

Capital Prep Harbor School sees legal compliance as a critical obligation. The School uses outside counsel to ensure practices and policies are consistent with law and regulation.

<p>1. Financial Documents: As required by C.G.S. § 10-66cc(b)(2) and 10-66pp, the charter school, and if applicable, the charter school management organization of the state or local charter school, (1) shall submit FY 2021-2022 certified audit statements, including the statement of activities showing all revenues from public and private sources, expenditures, and net operating gain/loss, balance sheet and statement of cash flows; (2) the charter school and if applicable, the charter school management organization of the state or local charter school, shall submit a complete copy of the most recently completed Internal Revenue Service form 990, including all parts and schedules, other than Schedule B of such form; (3) provide the FY 2022-2023 budget; and (4) provide a FY 2023-2024 board-approved budget.</p>	
<p>2. Financial Condition: Provide the following financial data for FY 2022-2023</p>	
Total margin (net income/total revenue):	(.01)
Debt to asset ratio (total liabilities/total assets):	.45
Debt service coverage ratio (net income + depreciation + interest expense)/ (annual principal + interest, and lease payments):	N/A
Current asset ratio (current assets/current liabilities):	3.4
Days of (unrestricted cash/((total expenditures-depreciation)/365)):	38.0
Cash flow (change in cash balance):	(\$989,907)

3. Governing Board: Consistent with C.G.S. § 10-66bb(d)(3)(A), provide the information below for all governing board members. The governing board should include teachers, parents, guardians of students enrolled in the school, and the chairperson of the local or regional board of education of the town in which the charter school is located. The chairperson has jurisdiction over a school that resembles the approximate grade configuration of the charter school, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the school district, or the superintendent’s designee.

Name:	Occupation:	Board Role/Term:	Mailing/Email:	Background Check:
Robert Morton	President, Morton’s Mortuary	Chair	robert@mortonsmortuary.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Calvin Jones	Banking	Vice Chair (former parent)	cjones9@mtb.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Samaris Rose	Founder, Ask Sammy Resources	Secretary (former parent)	samarisrose2017@gmail.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Kenneth Moales, Jr.	Senior Pastor, Cathedral of the Holy Spirit	Treasurer	kmoalesjr@yahoo.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
JoAnn Meehan	Senior Illuminator (TESOL)	“Teacher” member	Joann.Meehan@capitalprepharbor.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Pastor William McCullough	Senior Pastor, Russell Temple CME Church	member	rev210mac@gmail.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Janene Hawkins	Chief Administrative Officer, City of Bridgeport	member	janene.hawkins@bridgeportct.gov	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Akisha Cassermere	Cassermere Media LLC	Bridgeport Board member designee	acassermere@bridgeportedu.net	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Trevon Garrett	Capital Prep Harbor Scholar	Shared Scholar Seat, term expired 6/30/23		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Rheyne-Lee Hylton	Capital Prep Harbor Scholar	Shared Scholar Seat; term expired 6/30/23		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

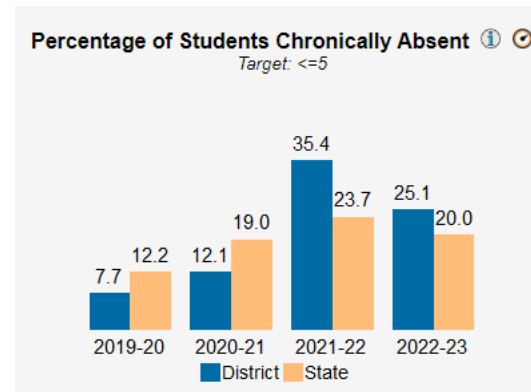


4. Renewal Terms and Other Issues: Provide a progress update on terms established in the charter school’s most recent renewal; summarize actions taken and progress data to substantiate efforts to address such terms. Provide an update on how the charter school is addressing or plans to address the issues noted. The chart below is pre-populated to include terms documented in the school’s last renewal resolution or issues identified by the CSDE.

Standard/Indicator:	Term or Condition:	Progress Update:
<p>1.1 Academic Achievement</p>	<p>In 2020, the SBE required Capital Prep Harbor to develop and implement a corrective action plan in student academic achievement.</p> <p>The school should continue its efforts to improve student outcomes in ELA and math.</p>	<p>CPHS submitted their Corrective Action plan to the state by July 6, 2020, and worked constructively with the SDE until the approval date - August 19, 2020. Despite the ramifications of the COVID-19 epidemic, the school continues to work diligently to make adjustments to guarantee that the plan is implemented</p> <p>Some of the academic progress areas are as follows:</p> <ol style="list-style-type: none"> 1. Supporting instructional staff with coaching and professional development. 2. Improving Tier 1 Instruction in Mathematics and ELA 3. An acute focus on data for all classroom and school-wide decisions 4. Use of the Pauker Writing Strategies in math and ELA to improve comprehension, problem-solving and critical thinking. 5. Use of Academic Priority Standards 6. Providing Academic Interventions (especially important since COVID 19) using Least Restrictive Standards to improve foundational math skills 7. Dual learning paths 1) Focus on building foundational skill proficiency via individual learning plans (Accelerator and Reading Plus), 2) Grade level Tier 1 Instruction in subject-specific class 8. Providing scholars with texts at their level while pushing them to read grade level text 9. Social-emotional Support 10. Advisory 11. Supporting Scholars and Families in Understanding Scholar Data



Below is our current progress as it pertains to chronic absenteeism:



As shown in the chart above, Capital Prep Harbor decreased its chronic absenteeism rate from 35.4 to 25.1 (10.3 point decrease or decrease of 29%) from 2021-22 to 2022-23. Our school will continue the above efforts as well as increase staff training on chronic absenteeism and improving school attendance, culture and climate.

It is important to note that Capital Prep Harbor is majority minority. When data based on the racial subgroup Black/African American is reviewed, Capital Prep Harbor has had lower absenteeism than the state in each of the last three years. Capital Prep Harbor has also outperformed Bridgeport Schools in this comparison in two of the last 3 years. Chronic absenteeism for Black or African American scholars at Harbor has been less than the state in all three years and less than Bridgeport except in 2021-22. Black or African American chronic absence data went down by 7.4% points at the state and by 9.8% points at Harbor, Bridgeport increased by 1.4% points from 2021-22 to 2022-23.

3.5 Chronic Absenteeism

The school’s chronic absenteeism rate for the 2020-21 school year was 12.1%, whereas the state average was 19.0%. The school’s rate was 35.4%, whereas the state average was 23.7%.

The school should continue its efforts to lower the chronic absenteeism rate.

Percentage of Black or African American Scholars Chronically Absent

	2020-2021	2021-2022
State of CT	31.4%	34.1%
Harbor	12.0%	32.9%
Bridgeport	30.9%	27.6%



		<p>The following has also been done to improve chronic absenteeism:</p> <ol style="list-style-type: none">1. Staff attended SERC and SDE trainings on chronic absenteeism2. Members of the SERC and SDE did walkthroughs at our school worked with school administration to action plan for chronic absenteeism3. An attendance task force was created to develop and implement strategies to mitigate this issue4. Daily phone calls and home visits being made to absent scholars5. Curriculum alterations to include boosting your immunity and taking care of the mind and body <p>While the ongoing health issues are still plaguing our scholars and staff, our school remains dedicated to continue our tremendous growth in this measure.</p>
3.5 School Culture and Climate	<p>The school's suspension rate for the 2020-21 school year was 1.8%, whereas the state average was 1.4%. The school's rate in 2021-22 was 15.8%, whereas the state average was 6.5%.</p> <p>The school should continue its efforts to improve student outcomes in culture and climate.</p>	<p>While Capital Prep Harbor has made a slight decrease in our suspension rates for the 2022-23 school year, it is not what we were anticipating. The data of the past two years has helped us to reevaluate not only our practice but more importantly our implementation, realigning to meet the needs and challenges we are facing.</p> <p>To reduce these numbers, the Capital Preparatory Harbor school leadership team has participated in SDE sessions on social-emotional learning. We are currently increasing our focus on student discipline. We are continuing to focus on what we believe in theory and practice that align with who we are as a school and provide our staff with training to learn restorative justice techniques. We are currently collaborating with Mr. Dana Turnquest, a restorative practice and school culture expert. Mr. Turnquest is working to integrate the Capital Prep norms and who we are, with our development of a positive classroom and school culture. He will also be working with us to establish our restorative practices; this work includes (but is not limited to) restorative circle training for our staff and scholars and mediation training.</p> <p>We also began employing Doug Lemov's Teach Like a Champion to establish a positive emotional and behaviorally consistent approach to instruction in our classrooms. All illuminators participated in the</p>



		<p>Teach Like a Champion training with their administrations and everyone had access to their online materials. We are continuing this work.</p> <p>We are utilizing Datawise and data teams to review our suspension data early on to see if there are any trends and develop solutions before they become problems . We are working on improving our instructional professional development for staff since we feel that effective instruction in the classroom minimizes the need for discipline. Additionally, our Executive Director of Professional Learning has sourced personalized training and development for staff.</p>
4.5 Teacher/Staff Credentials	<p>As of May 25, 2023, the Bureau of Educator Standards and Certification reported 2 staff identified in the Educator Data System as out of compliance for the 2022-23 school year.</p> <p>Per state statute, it is the school's responsibility to take steps to ensure 100% of school staff hold appropriate certificates, permits, or authorizations for positions.</p>	<p>Both of the compliance issues were non-issues. One individual was on a leave, which was noted in EDS, and subsequently left employment, and the other had an application on file at the time the report was run and was issued certification retroactively.</p> <p>Capital Prep Harbor is compliant, and has been compliant, with having 100% of its educators holding appropriate certificates, permits, or authorizations for the position held.</p>

5. Stewardship, Governance, and Management Best Practices: In 250 words or less, summarize practices/processes established in the areas of stewardship, governance, and management (e.g., financial management, reporting compliance, sustaining financial viability, and school operations) that ensure the school is financially viable, organizationally healthy, strong, and held accountable to established goals. Explain the rationale for establishing and/or continuing the practice(s). Explain the impact on the school, referencing quantitative and qualitative data. Provide evidence of collaboration with local school districts in this area as appropriate.

Capital Prep Harbor School is an established organization with stable operations. The relationship between the Board and CPS is strong with clearly defined roles. The school is financially viable and has a Board of Directors and leadership team committed to continuous improvement, operational excellence, and exceeding the expectations of our families and scholars.

The Board of Directors of Capital Preparatory Harbor Charter School meets regularly and engages with the school as a true community board. The Board of Directors and the leadership team have worked together to ensure data is used in decision-making and oversight. To that end, a data dashboard and rubrics of key performance indicators such as student enrollment, academics, student discipline, operations, and finance have been developed. Each month, the Board of Directors receives updates on these key performance indicators and principal reports, in addition to monthly financial reports. The Board also has access to a School Fact Sheet that has links to policies, important documents, academic information, etc. at all times.

Further, there has been collaboration with the Bridgeport Public Schools on a regular basis, particularly in the area of special education servicing. The collaborative approach includes regular meetings between Capital Prep Harbor’s team and BPS’s team, on special education services, IEP development and responsibilities, collaborative professional development opportunities as well as overall professional discussion to allow for a more unified focus on scholar and family needs.

PART 4: STUDENT POPULATION															
1. Enrollment and Demographic Data: Provide 2022-2023 student demographic and enrollment information.															
Grades Served:		K-12		American Indian or Alaska Native:											4
Student Enrollment:		772		Asian:											2
				Black/African American:											519
Percent of Free/Reduced-Price Meals:		70.2%		Hispanic/Latino:											241
				Native Hawaiian or Pacific Islander:											1
Percent of Special Education Students:		10.8%		Two or More Races:											3
				White:											2
2022-2023 Enrollment by Grade Level:															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
-	52	49	59	70	76	67	61	68	58	61	52	56	43	772	



2. Enrollment Efforts: Summarize the school’s efforts to attract, enroll and retain a diverse student population, representative of students of color, low-income students, English learners/Multilingual learners, and students with disabilities.

Capital Preparatory Harbor understands and values sustaining parental and community involvement. The school remains dedicated to updating our school strategy as it pertains to engaging our community. To this end, the school built upon successful activities such as:

- Increasing family engagement through Bridgeport-specific social justice efforts on a regular basis. Every advisory participated in community service projects. Some of these projects include food drives, clothing drives, gift drives, donations to women's shelters, women's self-defense workshops, and many other projects.
- Collaborating with local community organizations (HangTime, Agents of Change, Bridgeport PD, etc.) to develop community trainings and panels, providing valuable resources and knowledge to our school community particularly our at-risk groups.
- Hosting our annual community partnership fair, where local businesses and community organizations present and highlight ideas that can benefit the Capital Prep Community and the greater community. Junior Achievement, Bridgeport Hospital, People's (M&T) Bank, Maritime Aquarium, American Heart Association, and others are among the organizations.
- Assigning professional accountability to advisors who ensure that they garner 100% parent participation in student led conferences, by making it part of staff evaluation.
- Use of ParentSquare, an app used to keep scholars and families up to date of the most recent communication, was heavily utilized to provide seamless communication with families.
- Overall embracing a community-centric approach in our marketing, recruitment, and retention efforts.

This includes:

- Holding various events throughout the year that actively engage families to increase retention. Over thirty events were held between the two schools in addition to student led conferences.
- Harnessing the power of our existing network by encouraging our current families to refer friends and relatives who are interested in applying to Capital Prep, or by working with them to gather inspiring testimonials that we can utilize in our marketing materials.
- Extending our outreach beyond traditional methods to engage with the greater community effectively by employing diverse marketing channels including digital & printed flyers, bus and bus shelter ads, social media, and local news outlets.
- Producing the majority of our advertisements and marketing materials in both English and Spanish to reach a wider audience and encompass the cultural diversity of our community.

3. Waitlist Data: Provide waitlist totals below, illustrating demand and community support for the school.

2022-2023 Waitlist:	2023-2024 Waitlist:
665	565



4. Student Population Best Practice: In 250 words or less, summarize practice(s)/system(s) used in the area of student population (e.g., family and community engagement, recruitment processes, retention strategies) to ensure the school promotes equity by effectively attracting, enrolling and retaining students, particularly among targeted populations. Explain the rationale for establishing and/or continuing the practice(s). Include a brief narrative on the school's unique model and describe the practice(s) and its impact on the school, referencing quantitative and qualitative data. Provide evidence of collaboration with local school districts in this area as appropriate.

Our approach is rooted in helping the most vulnerable prosper. We serve historically disadvantaged individuals of whom the majority are poor, black, Hispanic, and/or often face obstacles due to their sexuality or gender. We have an inclusive enrollment policy that doesn't restrict seat availability, and we don't screen scholars, require mandatory meetings or workshops, set narrow application timelines, or demand contracts or volunteer agreements. Our school proudly serves all scholars, including those with academic challenges, disabilities, English language learners, economically disadvantaged, and behavioral or social-emotional challenges. Inclusion is a key focus during recruitment and outreach.

Community visibility is crucial for attracting and retaining special populations at Capital Prep Harbor. We collaborate frequently with faith institutions, youth sports programs, and other community organizations to promote our inclusive approach. Our dedicated faculty and staff work hard to accommodate diverse learners and encourage applications from various communities. We produce recruitment materials in multiple languages and hold open houses to review the various resources we offer to families of special populations scholars. We maintain ongoing communication with our enrolled families year-round, encouraging them to attend parent/family workshops and discuss their child's academic progress, support needs, and future plans.

Scholars' dominion over their own learning is critical to retention and achievement. We emphasize this through Scholar-Led Conferences (SLCs), community and school initiatives that elevate student voices, and the final capstone Social Justice Project. Further, our Advisory Program fosters family relationships through weekly advisor-parent conversations, and scholars connect with peers in their advisory groups. Ongoing parental involvement is crucial for retention, especially for scholars with disabilities (SWDs), English language/multilingual learners (EL/MLs), and those facing academic or behavioral challenges. Specialized instructional services support these efforts.

APPENDIX B: CHARTER SCHOOL PERFORMANCE FRAMEWORK

The Connecticut State Department of Education’s (CSDE) charter school performance framework promotes clear and transparent expectations for all charter schools. The four performance standards are central to measuring schools’ efficacy and viability, and align to state law and national best practices among charter school authorizers as accumulated by the National Association of Charter School Authorizers. Within each standard area, the framework identifies a series of indicators used to evaluate charter schools. The framework drives the CSDE’s charter school accountability systems and processes, including initial approval decisions, annual monitoring, and renewal determinations.

Performance Standards:	
<p>1. School Performance: Is the school a successful model resulting in strong student outcomes and a positive school climate?</p> <p>2. Stewardship, Governance, and Management: Is the school financially and organizationally healthy and viable?</p> <p>3. Student Population: Is the school promoting equity by effectively attracting, enrolling, and retaining students, particularly among targeted populations?</p> <p>4. Legal Compliance: Is the school acting in compliance with applicable laws and regulations?</p>	
Performance Standards:	Performance Indicators:
1. School Performance	<ul style="list-style-type: none"> 1.1. Academic Achievement <ul style="list-style-type: none"> a. ELA Performance Index–All Students b. ELA Performance Index–High Needs Students c. Math Performance Index–All Students d. Math Performance Index–High Needs Students e. Science Performance Index–All Students f. Science Performance Index–High Needs Students 1.2. Academic Growth <ul style="list-style-type: none"> a. ELA Academic Growth–All Students b. ELA Academic Growth–High Needs Students c. Math Academic Growth–All Students d. Math Academic Growth–High Needs Students e. Progress toward English Language Proficiency–Literacy f. Progress toward English Language Proficiency-Oral 1.3. Participation Rates–ELA, Math, Science (a. All Students, b. High Needs) 1.4. Chronic Absenteeism (a. All Students, b. High Needs) 1.5. Postsecondary Preparation 1.6. Postsecondary Readiness 1.7. On-track to High School Graduation 1.8. 4-year Adjusted Cohort Graduation (All Students) 1.9. 6-year Adjusted Cohort Graduation (High Needs Students) 1.10. Postsecondary Entrance Rate 1.11. Physical Fitness 1.12. Arts Access
2. Stewardship, Governance, and Management	<ul style="list-style-type: none"> 2.1. Financial Management 2.2. Financial Reporting 2.3. Financial Viability 2.4. Governance and Management 2.5. Facility
3. Student Population	<ul style="list-style-type: none"> 3.1. Recruitment and Enrollment Process 3.2. Waitlist and Enrollment Data 3.3. Demographic Representation 3.4. Family and Community Support 3.5. School Culture and Climate
4. Legal Compliance	<ul style="list-style-type: none"> 4.1. Open Meetings and Information Management 4.2. Students with Disabilities 4.3. English Learners 4.4. Rights of Students 4.5. Teacher/Staff Credentials 4.6. Employee Rights

APPENDIX C: STATEMENT OF ASSURANCES

It is imperative that charter schools—as with all other public schools—adopt and uphold the highest ethical and legal standards while delivering excellent academic opportunities for students and their families.

As the authorized representative of **Capital Preparatory Harbor School**, to the best of my knowledge, I affirm that:

1. Pursuant to C.G.S.A. § 10-66rr, all board members and staff have satisfactorily completed background checks, including a state and national criminal record check and a record check of the Department of Children and Families child abuse and neglect registry.
2. Pursuant to C.G.S.A. § 10-66rr, if applicable, all charter school management organization (CMO) governing board members and staff members, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).
3. All contractors doing business with the school, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).
4. Records of any and all background checks described above, are on file at **Capital Preparatory Harbor School** and available for random audit by the Connecticut State Department of Education (CSDE).
5. Pursuant to C.G.S.A. § 10-66oo, **Capital Preparatory Harbor School** Governing Board has adopted written anti-nepotism and conflict of interest policies consistent with state law and best practices in nonprofit corporate governance, and pursuant to 10-66bb(d), that no member or employee of the Governing Board has a personal or financial interest in any asset, real or personal, of the charter school.
6. Pursuant to C.G.S.A. § 10-66oo, each member of a governing council of a state or local charter school shall complete training related to charter school governing council responsibilities and best practices at least once during the term of the charter, and that no board member of **Capital Preparatory Harbor School** serves on the board of another charter school or CMO.
7. All public funds received by **Capital Preparatory Harbor School** have been, or are being, expended prudently and in a manner required by law.
8. All Governing Board meetings are open and accessible to the public, and that **Capital Preparatory Harbor School** has posted, and continues to post, on any Internet website that the Governing Board operates, the schedule, agenda, and minutes of each Governing Board meeting, including any meeting of a subcommittee of the Governing Board.
9. **Capital Preparatory Harbor School** does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.
10. **Capital Preparatory Harbor School** does not operate any school location outside the scope of its approved charter or subsequent State Board of Education approval.



By signing this Statement of Assurances on behalf of the Governing Board of Capital Preparatory Harbor School, I acknowledge that I understand the terms contained herein and affirm the validity of each statement to the best of my knowledge. I further understand that Capital Preparatory Harbor School may be subject to random audit by the CSDE to verify these statements.

Signature:



Name of Board Chairperson:

Robert Morton

Date:

10/19/2023
