

Application: Coney Island Preparatory Public Charter School

Amanda Warco - awarco@coneyislandprep.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Aug 2 2021

[Instructions](#)

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL 332100860949

a1. Popular School Name

Coney Island Prep

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD #21 - BROOKLYN

d. DATE OF INITIAL CHARTER

12/2008

e. DATE FIRST OPENED FOR INSTRUCTION

8/2009

h. SCHOOL WEB ADDRESS (URL)

www.coneyislandprep.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

1173

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

1024

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

l. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

Yes, 4 sites

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	8787 24th Ave, Brooklyn, NY 11214	7186764755	NYC CSD 21	K-2	YES

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Juliana Bryansmith			
Operational Leader	Kristina Tricomi			
Compliance Contact	Amanda Warco			
Complaint Contact	Lesl e-Bernard Joseph			
DASA Coordinator	Juliana Bryansmith			
Phone Contact for After Hours Emergencies	Kristina Tricomi			

m1b. Is site 1 in public (co-located) space or in private space?

Co-located Space

m1c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	NA	No		No		Yes

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	133 27th ave Brooklyn, NY 11214	(718) 962 4012	NYC CSD 21	3-5	YES

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Rachel Kashner			
Operational Leader	Karen Johnson			
Compliance Contact	Amanda Warco			
Complaint Contact	Lesl e Bernard Joseph			
DASA Coordinator	Rachel Kashner			
Phone Contact for After Hours Emergencies	Karen Johnson			

m2b. Is site 2 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 2 Certificate of Occupancy (COO)

[CIP Certificate of Occupancy \(1\).pdf](#)

Filename: CIP Certificate of Occupancy (1).pdf **Size:** 284.5 kB

Site 2 Fire Inspection Report

[CIPUES Fire Inspection.pdf](#)

Filename: CIPUES Fire Inspection.pdf **Size:** 513.2 kB

School Site 3

m3. SCHOOL SITES

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	501 West Avenue, Brooklyn, NY 11224	7185136951	NYC CSD 21	6-8	6-8

m3a. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Amanda Figueroa-Stroud			
Operational Leader	Melissa Wasley			
Compliance Contact	Amanda Warco			
Complaint Contact	Lesl e Bernard Joseph			
DASA Coordinator	Amanda Figueroa-Stroud			
Phone Contact for After Hours Emergencies	Melissa Wasley			

m3b. Is site 3 in public (co-located) space or in private space?

Co-located Space

m3c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 3	NA	No		No		Yes

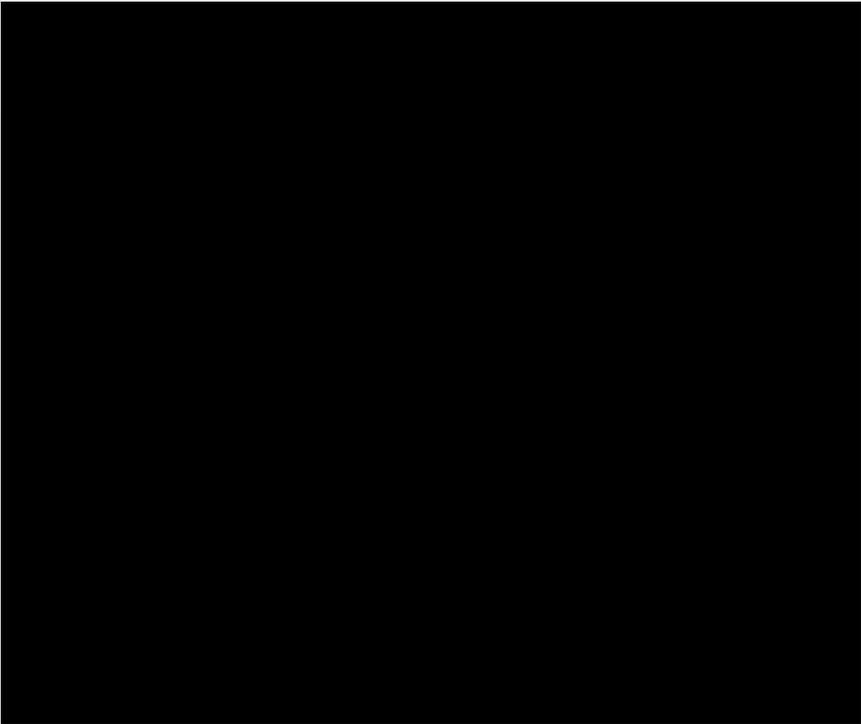
School Site 4

m4. SCHOOL SITES

Please provide information on Site 4 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 4	294 Avenue T, Brooklyn, NY 11223	718-676-1063	NYC CSD 21	9-12	10-12

m4a. Please provide the contact information for Site 4.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Kate Baxter			
Operational Leader	Patricia Sanchez			
Compliance Contact	Amanda Warco			
Complaint Contact	Lesl e-Bernard Joseph			
DASA Coordinator	Kate Baxter			
Phone Contact for After Hours Emergencies	Patricia Sanchez			

m4b. Is site 4 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m4d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 4 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 4 Certificate of Occupancy (COO)

[COO HS.pdf](#)

Filename: COO HS.pdf **Size:** 335.2 kB

Site 4 Fire Inspection Report

[CIPHS Fire Inspection Report.pdf](#)

Filename: CIPHS Fire Inspection Report.pdf **Size:** 648.0 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Kelisha Layne
Position	Compliance and Student Services Manager
Phone/Extension	(No response)
Email	klayne@coneyislandprep.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

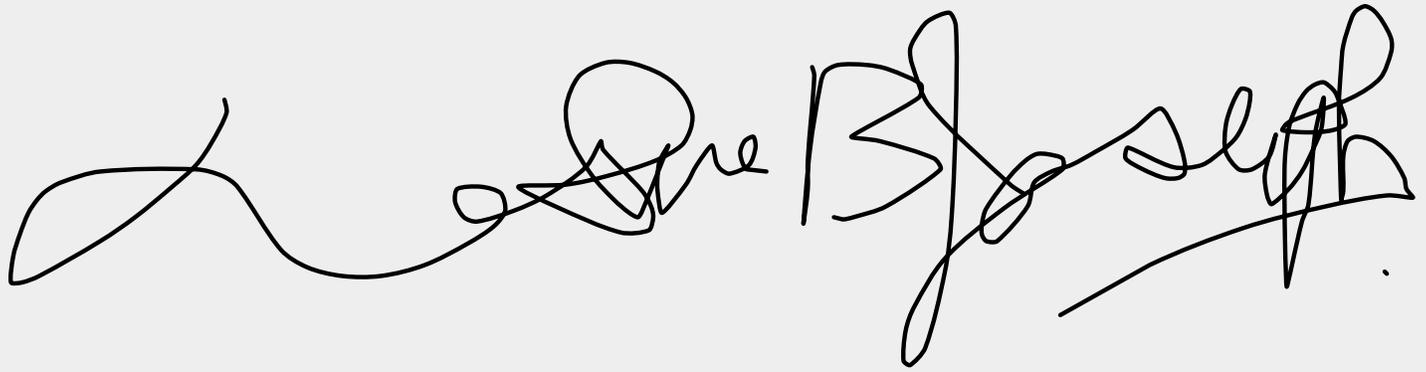
Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "John Joseph".

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "John Wolfe".

Date

Aug 2 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Incomplete

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021.**

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 2 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

2021-SUNY-Financial-Disclosure-Form-1 (1) (1)

Filename: 2021 SUNY Financial Disclosure Form 1 1 1.pdf **Size:** 392.4 kB

2021-SUNY-Financial-Disclosure-Form-1 (1) (3)

Filename: 2021 SUNY Financial Disclosure Form 1 1 3.pdf **Size:** 389.2 kB

2021-SUNY-Financial-Disclosure-Form-1 (1) (4)

Filename: 2021 SUNY Financial Disclosure Form 1 1 4.pdf **Size:** 387.5 kB

2021-SUNY-Financial-Disclosure-Form-1 (1) (5)

Filename: 2021 SUNY Financial Disclosure Form 1 1 5.pdf **Size:** 387.5 kB

2021-SUNY-Financial-Disclosure-Form-1 (1) (6)

Filename: 2021 SUNY Financial Disclosure Form 1 1 6.pdf **Size:** 392.4 kB

[2021-SUNY-Financial-Disclosure-Form-1 \(1\) \(7\)](#)

Filename: 2021 SUNY Financial Disclosure Form 1 1 7.pdf **Size:** 391.9 kB

[2021-SUNY-Financial-Disclosure-Form-1 \(1\) \(8\)](#)

Filename: 2021 SUNY Financial Disclosure Form 1 1 8.pdf **Size:** 392.7 kB

[2021-SUNY-Financial-Disclosure-Form-1 \(1\) \(9\)](#)

Filename: 2021 SUNY Financial Disclosure Form 1 1 9.pdf **Size:** 394.2 kB

[2021-SUNY-Financial-Disclosure-Form-1 \(1\) \(10\)](#)

Filename: 2021 SUNY Financial Disclosure Form 1 1 10.pdf **Size:** 391.7 kB

Entry 7 BOT Membership Table

Completed Aug 2 2021

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

1. 2020-2021 Board Member Information (Enter info for each BOT member)

Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During
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1	Josh Wolfe	Chair	Fundrais ing; Governan ce; Facilities	Yes	3	06/01/2 019	06/01/2 022	10
2	Jacob Mnookin	Trustee/ Member	Academ ic ; Account a bility	Yes	1	06/01/2 020	06/01/2 024	10
3	Jennifer McArdle	Trustee/ Member	Governan ce; Facilities	Yes	3	06/01/2 021	06/01/2 024	10
4	Joseph Talia	Trustee/ Member	Finance	Yes	2	06/01/2 021	06/01/2 024	7
5	Joe Herrera	Trustee/ Member	Student s and Staff	Yes	1	05/01/2 021	05/01/2 024	6
6	Shona Pinnock	Trustee/ Member	Student s and Staff	Yes	1	07/01/2 018	07/01/2 021	8
7	Julie Goran	Trustee/ Member	Facilities	Yes	1	05/01/2 019	05/01/2 022	8

8	Nkonye Okoh		Treasurer	Finance; Facilities	Yes	1	12/01/2018	12/01/2021	7
9	Sam Tweedy		Trustee/Member	Fundraising; Academic Accountability	Yes	1	02/01/2019	02/01/2022	6

1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Current Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	Leslie-Bernard Joseph		Other	All	No	1	07/01/2019	07/01/2022	10
11									
12									
13									
14									
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	9
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

3. Number of Board meetings held during 2020-2021

12

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Completed Aug 2 2021 Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

[Untitled document \(1\)](#)

Filename: Untitled document 1 TIqU6AP.pdf Size: 12.3 kB

Entry 9 Enrollment & Retention

Completed Aug 2 2021

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	83% of Coney Island Prep's student population are economically disadvantaged compared to 74% for NYC CSD #21 in which we are located. Our recruitment efforts are targeted	In addition to our 'tried and true' methods of outreach such as mailings and interest emails, we have hired a local marketing firm to assist us in providing targeted outreach services. They have been instrumental to ensuring

Economically Disadvantaged	to the Coney Island Prep community which is an historically economically disadvantaged community. We target our local community through mailings to those zip codes, flyers, social media campaigns and banners and through the support of our existing families.	that we continue to serve the Coney Island community by canvassing areas of interest, collaborating with local service agencies, and developing targeted advertisements. Additionally, we have utilized our staff in a new way by offering them opportunities to participate in weekend canvassing events.
English Language Learners	<p>While Coney Island Prep continues to fall below the percent of English Language Learner students compared to the number served in our local district, we have seen progress in increasing our population in 19 / 26 English Language Learners/Multilingual Learners recent years after introducing an English Language Learner preference to our lottery starting in the 2017 - 2018 school year. CIP's ELL population is at 6% compared to our CSD at 18% but two out of our last three incoming classes have exceeded 15%. We continue to offer our application in all languages through the common app and to have all family communications translated into Spanish, Russian, and Mandarin. While many of our in-person events were still cancelled this year due to the COVID-19 crisis, we continued to have staff members available to respond to parents in a variety of languages.</p>	Our applications, recruitment and marketing materials continue to be available in a variety of languages, highlighting our ELL services. We will also continue to utilize the language line for translation as needed.
	With regards to students with disabilities, we have always served a very high percentage of	

Students with Disabilities

special education students. We are not sure why we initially attracted such a large percentage of SPED students, but the number of SPED students has remained high since our founding year. In fact, we consistently have among the highest percentage of students with disabilities among all charter schools in New York City. In addition, we have always served a higher percentage of students with disabilities than our local district. 25% of our student population were students with disabilities compared to 20% for our local district.

We believe we have been able to recruit and retain such a high percentage of students with special needs for two reasons.

We plan to continue all outreach methods that we have used in the past though we will have

limited opportunities for in-person interaction and will likely

First, in all of the school's recruitment materials and information sessions to prospective families, we indicate that we enroll all students, including students classified as having special needs. At every one of our information sessions, a Coney Island Prep parent who has a child with special needs is on hand to speak about the school's program and answer any questions families might have. Secondly, Coney Island Prep's

We plan to continue all outreach methods that we have used in the past, such as local mailings and advertisements, highlighting our special education services. Additionally, as we review IEPs for new and incoming students, we will continue to discuss needs with families on an individual basis to ensure that we are providing the best services possible for our scholars.

	<p>academic program is very strong, and has proven particularly effective for students with special needs. Our extended day and structured school environment allows Coney Island Prep to maximize learning time, and offer students targeted supports.</p>	
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>Our strong academic program, high expectations, extended day and structured school environment allows Coney Island Prep to maximize learning time, and offer students targeted supports, in order to ensure that all students can succeed regardless of demographics.</p>	<p>For the 2021-22 school year, we will continue to strengthen the core components of our school model that lead to retention of Economically Disadvantaged students including strong and innovative academic practices, high expectations for all students that drive achievement, a longer school day and year that allow for more time for targeted support, and a structured school and classroom environment. We are facing many unique challenges with serving our students in the time of a pandemic but we are providing increased family outreach in order to support students who may have the hardest time accessing remote learning.</p>
	<p>This year required constant communication with families about the most up to date information. In order to provide</p>	<p>This year we will continue to</p>

English Language Learners	<p>equitable access for our ELL population, we utilized systems that provided translated written communication. We also had translators available for all meetings and phone calls. Students had access to support through our online platforms and translated materials were available when needed. We provided continued formative and summative assessments that led to targeted support and interventions.</p>	<p>provide access to translated communication for all of our families. We will collect data regularly to ensure that students are getting the right ESL methodologies to support their growth. Our RTI system will be used to provide needed support to individual students and track the health of our ELL interventions.</p>
Students with Disabilities	<p>The uncertainty around COVID made our Special Education population particularly vulnerable to loss of instruction and growth. At Coney Island Prep we took on this challenge and adapted to provide excellent Special Education programming. We continued assessing student growth towards individual education goals, giving targeted interventions to ensure progress. All students had access to the technology needed to provide mandated related services remotely. Our special education team had communication systems in place to ensure that all families were supported through the evaluation and IEP meeting process. Beyond academics, our culture teams continued to provide the social-emotional and organizational support that our students needed in order to thrive during a difficult and uncertain time.</p>	<p>In addition to our spectrum of academic programming, students with IEPs will get more small group instruction on grade level standards. Instructors will be using cognitive routines that are designed to meet the needs of a variety of learners. We are prepared to support what could be a difficult transition back into an in person setting. Our school culture systems have been modified to support trauma informed care and restorative practices and we have added additional social workers to meet the needs of mandated counseling services and provide at risk supports as needed. Our special education teams will continue to guide families through the IEP evaluation and meeting process and provide communication around how we will meet their child's needs as we navigate new and changing COVID protocols.</p>

Entry 10 - Teacher and Administrator Attrition

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Completed Aug 2 2021 Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	0

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	0

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	0



Thank you.

Entry 12 Organization Chart

Completed Aug 2 2021 Hidden from applicant

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Untitled document (1)

Filename: Untitled document 1.pdf **Size:** 12.3 kB

Entry 13 School Calendar

Completed Aug 2 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

FY22 CIP Calendar - FY22 Base Staff Cal

Filename: FY22 CIP Calendar FY22 Base Staff Cal.pdf **Size:** 150.7 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 2 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: Coney Island Preparatory Public Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school’s website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://coneyislandprep.org/accountability-reports/
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://coneyislandprep.org/accountability-reports/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://coneyislandprep.org/accountability-reports/
3. Link to NYS School Report Card	https://data.nysed.gov/profile.php?instid=800000063971
4. Lottery Notice announcing date of lottery	https://coneyislandprep.org/accountability-reports/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://coneyislandprep.org/accountability-reports/
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://coneyislandprep.org/accountability-reports/
7. Authorizer-Approved FOIL Policy	https://coneyislandprep.org/accountability-reports/
8. Subject matter list of FOIL records	https://coneyislandprep.org/accountability-reports/

Thank you.



Entry 15 Staff Roster

Completed Aug 2 2021 Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.

[AnnualReportBoRStaffRoster](#)

Filename: AnnualReportBoRStaffRoster nOMGTSB.xlsx **Size:** 14.5 kB



Coney Island Prep Public Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 7, 2021

By Amanda Warco

501 West Avenue, Brooklyn, NY 11224

929-441-3370

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Leslie-Bernard Joseph, Chief Executive Officer, Eric Green, Chief Academic Officer, and Amanda Warco, Director of Data & Compliance prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Josh Wolfe	Chair	Fundraising, Governance, Facilities
Jacob Mnookin	Secretary	Academics, Accountability
Jennifer McArdle		Governance, Facilities
Joseph Talia		Finance
Joe Herrera		Students and Staff
Shona Pinnock		Students and Staff
Julie Goran		Facilities
Nkonye Okoh	Treasurer	Finance, Facilities
Sam Tweedy		Fundraising, Academic Accountability
Leslie-Bernard Joseph		All

Leslie-Bernard Joseph has served as the Chief Executive Officer since 2019.

SCHOOL OVERVIEW

Founded in 2009, Coney Island Prep is a free, public K-12 charter school in southern Brooklyn, serving more than 1,000 scholars across three campuses. This mission of Coney Island Prep is to prepare our scholars to succeed in the college and career of their choice. At its core, ours is a mission rooted in equity. Every school endeavors to see its kids succeed. But in a city where opportunity and inequity are not always so clearly exposed, Coney Island Prep has made the promise of college access a near guarantee for students of color from predominantly low-income backgrounds.

Our mission and our responsibility to our community has never been more critical, nor have the depths of inequity been more apparent since schools closed in mid-March in response to the spread of COVID-19. Too many of our scholars have lost parents, grandparents, caregivers in their homes, and other loved ones. Countless families are out of work, facing food and housing insecurity. And our resilient scholars are striving to mitigate the threat of potential learning loss through remote instruction.

In response to these unprecedented challenges, Coney Island Prep has stepped up. Like many schools, we loaned out approximately 300 laptops within days of our school closure to support online learning. We re-doubled our efforts for the fall, securing enough iPads, Chromebooks, and headphones for every single scholar in grades K-12. We transitioned from asynchronous instruction to live tutoring in the spring, to fully synchronous instruction at scale this fall. We invested not only in our own organizational tools and online platforms such as Zoom and Nearpod, but we also procured dozens of wireless hotspots to support families who lack broadband access.

When we launched professional development for teachers in August, we did so with dedicated sessions on Trauma-Informed Practices, to ensure that all staff members are both sufficiently equipped and developing long-term practices in support of our scholars.

And we are especially proud of the depth of support we provided to our families and the broader community. By the end of August, Coney Island Prep had distributed more than 125,000 meals to our community, including satellite meal delivery and food truck service near four NYCHA public housing developments in our area. We made food available not just to our students, but to anyone in need. Today, our scholars and their families receive meals through home delivery, ensuring no scholar will face food insecurity on Coney Island Prep's watch.

Lastly, we are supporting families to ensure that no one slips through the social safety net. In addition to all of the support above, Coney Island Prep has disbursed more than \$225,000 in cash microgrants to more than 150 families in need.

We have taken all of these extraordinary steps because we believe this is what equity requires.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

And we have broadened our efforts to support our community without sacrificing our attention to academic outcomes.

Academically, we can confidently say that, while there is much hard work to be done to ultimately fulfill our lofty mission, we are on track. We outperform comparable schools on both New York State ELA and math assessments. We outperform the city and state on many New York State Regents exams, and our scholars have an average SAT score above that of the city, state and country. Over 95% of our first four classes have graduated from high school, and 100% were accepted into college. In fact, our graduating seniors have, on average, earned almost 7 college acceptances each, and earned over \$5,000,000 in scholarships and grants.

Coney Island Prep is in an incredibly diverse part of the city, and that diversity is reflected in our student body.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	64	60	61	59	-	92	87	91	85	90	83	78	71	941
2017-18	62	62	62	63	60	90	87	89	88	90	84	76	73	986
2018-19	64	61	64	61	64	92	91	88	86	89	91	84	74	1,009
2019-20	60	60	66	64	62	93	91	90	91	92	89	82	75	1,015
2020-21	67	66	65	64	66	88	93	91	93	92	90	77	78	1,030

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	66	1	66
2019-20	2016-17	2016	79	2	77
2020-21	2017-18	2017	75	0	75

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	66	2	67
2019-20	2016-17	2016	77	1	78
2020-21	2017-18	2017	75	0	75

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
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2018-19	2014-15	2014	77	4	81
2019-20	2015-16	2015	64	3	67
2020-21	2016-17	2016	75	3	78

PROMOTION POLICY

Promotion Policies

To deliver on our mission, students must be fully prepared for the rigors of each following grade. Students will not automatically be passed from one grade to the next—we do not believe in social promotion. Only students who have demonstrated mastery of essential knowledge and skills for a given grade will be promoted.

Grade Level	Coursework/Exams	Minimum Credits
9	Successful completion of standards in academic subject areas	8 credits
10	Successful completion of standards in academic subject areas	20 credits (Including 4 in English and/or ESL and 4 in social studies)
11	Successful completion of standards in academic subject areas	30 credits
12	Successful completion of standards in academic subject areas	44 credits in required subject areas

Coney Island Prep High School defines scholars who are at risk for not graduating high school in four years as scholars who enter their 10th grade year with a 4 or more credit deficit, scholars who enter their 11th and 12th grade years with a 2 or more credit deficit, and scholars who have been previously retained at CIPHS or at another school. If a scholar is identified as a “high risk” student, the school’s administration will employ any methods possible to ensure a 4-year graduation rate. These possibilities include, but are not limited to:

1. Scholar enrollment in extra core classes in lieu of elective classes.
2. Scholar enrollment in after school classes from 4:00 – 5:00pm to earn credits.
3. Scholar enrollment in courses that will yield the best opportunity for credit recovery or passed Regents exams.
4. Scholar enrollment in after school tutoring for Regents preparation.

Scholars will be closely monitored throughout the academic year. If a scholar fails to fulfill the requirements to get back on the four-year graduation track and is no longer qualified for a College and Career Readiness Diploma Designation, she will be jeopardy of retention or a change in diploma track. Counselors and school administrators will create the best path forward that could include pursuing another diploma option and/or repeating a full grade. Scholars who are retained at a grade level will still keep the credits they have accumulated. At Coney Island Prep High School, the close of the 4th quarter marks the official end of the school year and Regents examination re-take opportunities are in mid-August. As such, the school makes final promotion decisions each year by August 20th. Due to Covid-19 and the suspension of Regents exams, promotion decisions were made earlier in the summer in the 2020-21 school year, with all promotions and retentions finalized by June 30th.

In 2020 - 2021, Coney Island Prep did not make formal changes to our promotion policies though of course it was necessary to consider Regents exemptions in lieu of Regents exam scores. It was also necessary to change to working with students in a remote only context and we removed penalties for late work to ensure that students were receiving grades based on their academic work without being penalized for lack of reliable Internet access or challenging family situations. Family illness and economic hardships were a reality of 2021 for far too many of our students. While this grading policy change was a reaction to our current situation, it also allowed us to pilot improvements to grading policy that we fully implemented in 2021.

GOAL 1: HIGH SCHOOL GRADUATION

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

In our 2020 cohort, 87% of students earned at least ten credits toward graduation, exceeding the indicator by 12%. One practice we believe contributed to this measure was the number of small group tutoring sessions we were able to offer during remote instruction. Our assessment structure

was succinct and clear, and as a result we were able to offer targeted support to students who may have struggled in the past.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	91	71%
2020	82	87%

ADDITIONAL EVIDENCE

The achievement of the 2020 cohort represents an increase of 16% over the 2019 cohort. As stated above, we believe that the switch to remote learning was helpful in this area.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

In our 2019 cohort, 83% of students passed at least three Regents exams, including those students who were exempted, exceeding the measure by 8%.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	86	92%
2018	2019-20	81	94%
2019	2020-21	92	83%

ADDITIONAL EVIDENCE

The results of our 2019 cohort shot a decrease of 9% from our 2018 cohort. We attribute this decline to being remote for the full school year.

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

In our 2017 cohort, 90% of our students graduated after four years, exceeding the measure by 15%. In our 2016 cohort, 97% of our students graduated after five years, exceeding the measure by 2%

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	67	94%
2016	2019-20	78	87%
2017	2020-21	73	90%

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	81	95%
2015	2019-20	67	96%
2016	2020-21	76	97%

ADDITIONAL EVIDENCE

Our four year graduation rate increased three percent over the year before, and our five year graduation rate increased by one percentage point. While there have been small fluctuations, these results have continued to exceed the measure each year.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

For our 2016 cohort, the most recent cohort where we have comparative data, our four year graduation rate was 87%, exceeding our district of comparison by 13%.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	67	94%		
2016	2019-20	78	87%	2,941	74%
2017	2020-21	73	90%		

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

NOTE: THE 2016 COHORT IS THE ONLY COHORT WITH 4-YEAR GRADUATING DATA CURRENTLY AVAILABLE FOR OUR LOCAL SCHOOL DISTRICT.

ADDITIONAL EVIDENCE

We do not have the data to be able to compare the historical data against our district.

2,941	74%
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Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

N/A We do not have any students pursuing an alternative graduation pathway.

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
N/A			

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	N/A	
2016	2019-20		
2017	2020-21		

ADDITIONAL EVIDENCE

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

For each of the measures below, we have exceeded our graduation goals .

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	87%
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	83%
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	90%
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	97%
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	90% vs 74%
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

In the 2020-2021 school year we'll launch several initiatives to help us continue to meet and improve upon our graduation goals. Twice a week we've added an Acceleration Block to the schedule, where students will spend an hour in small tutoring sessions for their highest need courses. The tutoring will be provided both by teacher and Tutored by Teachers, an outside company, so we're

able to reach more students and provide more individualized instruction. Second, we're launching a new credit recovery and Regents preparation program next summer, so students have additional support and opportunities to pass a course or the Regents exam.

GOAL 2: COLLEGE PREPARATION

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

Overall, 94% of our student population met one of the criteria listed above, with 91% earning an Advanced Regents diploma, 50% achieving the SAT benchmark, and 35% of the students passing an AP exam with a 3 or higher.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP exam with a 3 or higher	46	16	35%
Achieving the SAT college and career readiness benchmark	66	33	50%
Earning a Regents diploma with Advanced designation	66	60	91%
Overall	66	62	94%

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

The calculation of this measure is not required for 2020-21.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school

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year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

In our 2017 cohort, 100% of the students will matriculate into a college or university, exceeding the goal by 25%.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2015	2018-19	63	59	94
2016	2019-20	68	55	81
2017	2020-21	66	66	100

ADDITIONAL EVIDENCE

Recent additions to our College Team, including staff members dedicated to supporting alumni in college have helped us reach this goal. We believe that with their continued support, we'll be able to continue to meet this goal in the future.

SUMMARY OF THE COLLEGE PREPARATION GOAL

For each measure below, we have exceeded the goal by at least 20%.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	94%
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	100%

ACTION PLAN

See above.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

BACKGROUND

We implement several different curriculums across K-8th grade to ensure all students are receiving rigorous, standards-aligned instruction. Information about the curricula is captured in the table below:

Grades	Curriculum	Focus	Assessment	Daily Min.
K-2	Wit & Wisdom	Standards-aligned instruction across ELA standards	Curriculum provided	75
	Reading Mastery	Foundational ELA skills (phonics)	MClass / Dibels	40
	Geodes	Additional fluency practice for foundational ELA skills in a guided reading structure	None	20
	Amplify Reading	Additional fluency practice for foundational ELA skills (computer based)	None	20
3-8	Wit & Wisdom	Standards-aligned instruction across ELA standards	Curriculum provided	90
	Amplify Reading	Additional close reading practice (computer based)	None	10
	Quill	Additional grammar practice (computer based)	None	10

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Our instructional staff participates in many different forms of professional development to help them understand the overall structure of a curriculum, internalize units and lessons, and improve their instructional practice. The PD structure is captured in the table below:

Professional Development	
Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building knowledge about curriculums and systems. The purpose of these sessions is to build an understanding of the overall structure of the curriculums (big picture goals, assessment structure), as well as investment in them. Staff will also participate in their first round of academic systems (module internalization and lesson internalization), described below.
Module Internalization	At least one week before a new module launches, teachers complete a Module Internalization Guide which helps them study the modules' theme, standards, assessments, key lessons, and overall instructional practices. Teaching teams meet together with their instructional coach to discuss their takeaways, begin to plan how to reach all learners, and discuss any other items they may need for the unit (tools, anchor charts, etc.)
Lesson Internalization	About once a week, grade teams meet to participate in a Lesson Internalization Meeting to help them deeply internalize a key lesson, how it's aligned to the standards, how it aligns to the module assessment, and the key teaching routines within it. Teachers individually complete a Lesson Internalization guide and then meet as a team to debrief and create any additional materials needed to reach all learners.
Data Meetings	About once a week, grade teams meet to participate in Data Meetings, focused on either exit ticket data or the data from a recent curricular assessment. The team norms on exemplar responses, determines the biggest student misconceptions, and then creates a plan to reach students who need additional support understanding the concept.
Observation & Feedback	About once a week, teachers are observed by their instructional coach using our Instructional Practice & Development Guide rubric. In a debrief meeting, the coach and teacher discuss areas of strength, and then determine an area to

	focus on to help improve their instructional practice. The teacher receives an action step (clear and measurable steps to implement to improve) and additional coaching.
Additional PD Sessions	Each week, schools have built in time for any additional PD sessions that may be needed. The need for sessions is determined by overall trends observed during other professional development. Generally, additional sessions focus on lesson planning, implementing instructional routines, and ELA knowledge development.

During the 2020-2021 school year our K-8 schools were 100% remote through March, when they were able to launch hybrid instruction through the end of the school year. In-person days generally included about 20-30% of the student population, with many parents choosing to stay fully remote, and were interrupted frequently with individual classroom and school-wide closures.

METHOD

We relied on two different types of data to evaluate student achievement in ELA during the 2020-21 school year: growth data via NWEA in grades 4, 6, and 8, and curricular assessment data across all grades (3-8). A helpful piece of context here is that two years ago, before the pandemic, we began moving away from nationally normed growth assessments, like NWEA, for several reasons: we lost valuable instructional time while implementing them, we did not find the data useful to our instruction, and we believe they paint an incomplete and inaccurate picture of student understanding. We instead chose to focus on assessments that measure student understanding of grade level standards: our curricular assessments, and the NYS ELA Exams. We did keep administering the NWEA in specific grade levels to measure growth over longer periods of time, which is why we have the results for grades 4, 6, and 8.

In the results reported below, you'll see our NWEA data reported in the table for grades 4, 6, and 8, as well as a table showing the percent of grade level standards mastered by students in grades 3, 5, and 7. To determine this percentage, we calculated the percent of students who scored above a 65% in each unit assessment (roughly the state exam cutoff score for a Level 3 and what we consider the baseline for basic standards mastery), and multiplied that by the overall percentage of the grade level standards we completed during the school year. We believe this would be roughly equivalent to the number of students who would have scored a Level 3 or higher on the state exam. Typically we would complete near 100% of the standards for a grade level, but the pandemic and virtual instruction slowed our pace considerably.

RESULTS AND EVALUATION

In grades 4, 6, and 8, where the NWEA was used to measure growth, we did not meet the target for Measures 1, 2, or 4, falling 20-30% below the goal. We did exceed the growth goal for Measure 3, which focuses on the growth of students with disabilities compared to the growth of students who do not have disabilities. In large part we believe we were not able to meet these goals because of the switch to virtual learning, as well as our focus on grade level standards versus NWEA growth. Where we were able to meet the goal, we credit the impact of small group instruction and tutoring that occurred more frequently during virtual instruction.

In grades 3, 5, and 7, students mastered an average 28%, 22%, and 35% respectively, falling well below our goals and where our students have performed historically. This data was greatly impacted by the switch to virtual learning, because of both the difficulties associated with the instruction itself and the slower pace of instruction leading to fewer standards covered.

ADDITIONAL CONTEXT AND EVIDENCE

The vast majority of the data collected this past school year was collected virtually. We relied on several different programs and providers to help us deliver assessments (Assistments, Equip, online platforms provided by curriculums, and NWEA). To help with testing integrity, we communicated with students and families frequently about the importance of reliable data from our assessments, as well as assessment guidelines and best practices. While we did everything in our power to make it easier to administer and take assessments, and to message the importance of valid and reliable data, we know that the virtual environment made it more difficult for students to demonstrate their knowledge and made the data less reliable overall.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Overall, we did not meet the majority of our ELA goals in the 2020-21 school year. Given the switch to virtual instruction and the difficulty of virtual assessments, we are not surprised by this, but have launched a plan for improved instruction and data collection in the 2021-22 school year.

ACTION PLAN

Given the results of this past year, we've launched a robust plan to support unfinished instruction and improve data collection in the 2021-22 school year by reinvesting in our Response to Intervention (RTI) model and assessments. A description of our RTI model and assessments are broken out by tier below:

- Tier 1 (all students)
 - The focus for all students will be current grade level instruction. We'll insert coherent standards from previous grade levels into our scope and sequences as needed to help all students access the grade level material. The inserted material

might come in the form of a task inserted into a lesson, a single lesson inserted, or a series of lessons inserted into a unit.

- The inserted standards and material will be determined by administering pre-unit diagnostics (provided by the curriculum) that provide guidance to what type of material to add in, and where, depending on the data. We'll use this data to amend a unit's scope and sequence during the module internalization meeting.
- Tier 2 (many students)
 - We've inserted a 45-60 minute Acceleration Block into the school day, where teachers will focus on small group instruction for students who need support in addition to Tier 1 support.
 - The small group instruction will either focus on reviewing key skills determined by recent data, or previewing skills that make it easier for students to access upcoming lessons. Small groups will change about every six weeks, and teachers will use data meetings to help create new groups.
 - To increase the number of small groups we're able to provide, we've hired Tutored by Teachers, and outside provider, to hold virtual sessions for students during this time.
 - If students are not in a small group session, they'll be working on one of our online programs that support our curriculum and grade level standards.
- Tier 3 (few students)
 - For students who need support in addition to Tier 1 and Tier 2, we'll be offering 1-1 tutoring sessions and some additional curriculums to help focus on basic skills.
- Assessments
 - To gather student data, we'll still primarily focus on our curricular assessments, but we're also relaunching NWEA for all students in grades 3-10. The assessment will be administered at the beginning and end of each school year.
 - We've also retooled our Academic Dashboards to provide additional insight at both the network and school levels. Each assessment will be analyzed overall and by subgroup, so we're able to target specific areas and adjust our RTI model as needed.

Results for 4, 6, and 8th Grades Only

2020-21 NWEA MAP ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	216	33	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in	Low initial achievers	55	129	17	No

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the fall will meet or exceed 55 in the spring administration.					
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²	31	42	46	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ³	2+ students	75%	195	29%	No

Results for 3rd, 5th, and 7th Only



Grade	Average Percent of Grade Level Standards Mastered
3rd Grade	28%
5th Grade	22%
7th Grade	35%

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

³ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

In our 2017 cohort, 79% of students scored at least a Level 4, exceeding the goal by 14%.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁴

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	66	0		65%
2016	2019-20	77	1	36	47%
2017	2020-21	75	5	55	79%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	86	62%	80	77%	80	77%
2018	83	0%	81	NA (all exempt)	81	NA (all exempt)
2019			90	0%	90	0%

⁴ Based on the highest score for each student on the English Regents exam

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2020					82	NA (all exempt)
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Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

In our 2017 cohort, 97% of students scored at least a level 3 on the ELA Regents exam, exceeding the goal by 19%.

**Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	66	0		95%
2016	2019-20	77	1	70	92%
2017	2020-21	75	5	68	97%

Percent Achieving at Least Level 3 by Cohort and Year

	2018-19	2019-20	2020-21
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Cohort Designation	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	86	81%	80	90%	80	90%
2018	83	0%	82	N/A (all Exempt)	82	N/A (all Exempt)
2019			90	0%	90	0%
2020					82	N/A (all Exempt)

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

In our 2017 cohort, 57% of students who were not proficient in 8th grade scored at least a Level 4 on the ELA Common Core Regents exam, exceeding the goal by 7%.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	33	0		61%
2016	2019-20	49	1	19	40%
2017	2020-21	32	4	16	57%

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

In our 2017 cohort, 96% of students who were not proficient in 8th grade scored at least a Level 3 on the ELA Common Core Regents exam, exceeding the goal by 21%.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

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Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	33	0		94%
2016	2019-20	49	1	47	98%
2017	2020-21	32	4	27	96%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Our students met and exceeded each goal that was able to be measured this school year.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	79%
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	97%
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	57%
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in	96%

	English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
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ACTION PLAN

Given the results of this past year, we’ve launched a robust plan to support unfinished instruction and improve data collection in the 2021-22 school year by reinvesting in our Response to Intervention (RTI) model and assessments. A description of our RTI model and assessments are broken out by tier below:

- Tier 1 (all students)
 - The focus for all students will be current grade level instruction. We’ll insert coherent standards from previous grade levels into our scope and sequences as needed to help all students access the grade level material. The inserted material might come in the form of a task inserted into a lesson, a single lesson inserted, or a series of lessons inserted into a unit.
 - The inserted standards and material will be determined by administering pre-unit diagnostics (provided by the curriculum) that provide guidance to what type of material to add in, and where, depending on the data. We’ll use this data to amend a unit’s scope and sequence during the module internalization meeting.
- Tier 2 (many students)
 - We’ve inserted a 45-60 minute Acceleration Block into the school day, where teachers will focus on small group instruction for students who need support in addition to Tier 1 support.
 - The small group instruction will either focus on reviewing key skills determined by recent data, or previewing skills that make it easier for students to access upcoming lessons. Small groups will change about every six weeks, and teachers will use data meetings to help create new groups.
 - To increase the number of small groups we’re able to provide, we’ve hired Tutored by Teachers, and outside provider, to hold virtual sessions for students during this time.
 - If students are not in a small group session, they’ll be working on one of our online programs that support our curriculum and grade level standards.
- Tier 3 (few students)
 - For students who need support in addition to Tier 1 and Tier 2, we’ll be offering 1-1 tutoring sessions and some additional curriculums to help focus on basic skills.
- Assessments
 - To gather student data, we’ll still primarily focus on our curricular assessments, but we’re also relaunching NWEA for all students in grades 3-10. The assessment will be administered at the beginning and end of each school year.
 - We’ve also retooled our Academic Dashboards to provide additional insight at both the network and school levels. Each assessment will be analyzed overall and by subgroup, so we’re able to target specific areas and adjust our RTI model as needed.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

We implement several different curriculums across K-8th grade to ensure all students are receiving rigorous, standards-aligned instruction. Information about the curricula is captured in the table below:

Grades	Curriculum	Focus	Assessment	Daily Min.
K-2	EngageNY	Rigorous, grade-level standards-aligned curriculum	Curriculum provided	70
	Zearn	Digit support aligned to EngageNY curriculum	None	20
	Counting jar	Foundational numeracy support in K	Curriculum provided	20
3-5	EngageNY	Rigorous, grade-level standards-aligned curriculum	Curriculum provided	90
	Zearn	Digit support aligned to EngageNY curriculum	None	20
6-8	Illustrative Math	Rigorous, grade-level standards-aligned curriculum	Curriculum provided	90
	Zearn	Digit support aligned to Illustrative curriculum	None	20

Our instructional staff participates in many different forms of professional development to help them understand the overall structure of a curriculum, internalize units and lessons, and improve their instructional practice. The PD structure is captured in the table below:

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Professional Development	
Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building knowledge about curriculums and systems. The purpose of these sessions is to build an understanding of the overall structure of the curriculums (big picture goals, assessment structure), as well as investment in them. Staff will also participate in their first round of academic systems (module internalization and lesson internalization), described below.
Module Internalization	At least one week before a new module launches, teachers complete a Module Internalization Guide which helps them study the modules' theme, standards, assessments, key lessons, and overall instructional practices. Teaching teams meet together with their instructional coach to discuss their takeaways, begin to plan how to reach all learners, and discuss any other items they may need for the unit (tools, anchor charts, etc.)
Lesson Internalization	About once a week, grade teams meet to participate in a Lesson Internalization Meeting to help them deeply internalize a key lesson, how it's aligned to the standards, how it aligns to the module assessment, and the key teaching routines within it. Teachers individually complete a Lesson Internalization guide and then meet as a team to debrief and create any additional materials needed to reach all learners.
Data Meetings	About once a week, grade teams meet to participate in Data Meetings, focused on either exit ticket data or the data from a recent curricular assessment. The team norms on exemplar responses, determines the biggest student misconceptions, and then creates a plan to reach students who need additional support understanding the concept.
Observation & Feedback	About once a week, teachers are observed by their instructional coach using our Instructional Practice & Development Guide rubric. In a debrief meeting, the coach and teacher discuss areas of strength, and then determine an area to focus on to help improve their instructional practice. The teacher receives an action step (clear and measurable steps to implement to improve) and additional coaching.
Additional PD Sessions	Each week, schools have built in time for any additional PD sessions that may be needed. The need for sessions is determined by overall trends observed during

	<p>other professional development. Generally, additional sessions focus on lesson planning, implementing instructional routines, and ELA knowledge development.</p>
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During the 2020-2021 school year our K-8 schools were 100% remote through March, when they were able to launch hybrid instruction through the end of the school year. In-person days generally included about 20-30% of the student population, with many parents choosing to stay fully remote, and were interrupted frequently with individual classroom and school-wide closures.

METHOD

We relied on two different types of data to evaluate student achievement in math during the 2020-21 school year: growth data via NWEA in grades 4, 6, and 8, and curricular assessment data across all grades (3-8). A helpful piece of context here is that two years ago, before the pandemic, we began moving away from nationally normed growth assessments, like NWEA, for several reasons: we lost valuable instructional time while implementing them, we did not find the data useful to our instruction, and we believe they paint an incomplete and inaccurate picture of student understanding. We instead chose to focus on assessments that measure student understanding of grade level standards: our curricular assessments, and the NYS ELA Exams. We did keep administering the NWEA in specific grade levels to measure growth over longer periods of time, which is why we have the results for grades 4, 6, and 8.

In the results reported below, you'll see our NWEA data reported in the table for grades 4, 6, and 8, as well as a table showing the percent of grade level standards mastered by students in grades 3, 5, and 7. To determine this percentage, we calculated the percent of students who scored above a 65% in each unit assessment (roughly the state exam cutoff score for a Level 3 and what we consider the baseline for basic standards mastery), and multiplied that by the overall percentage of the grade level standards we completed during the school year. We believe this would be roughly equivalent to the number of students who would have scored a Level 3 or higher on the state exam. Typically we would complete near 100% of the standards for a grade level, but the pandemic and virtual instruction slowed our pace considerably.

RESULTS AND EVALUATION

In grades 4, 6, and 8, where the NWEA was used to measure growth, we did not meet the target for Measures 1, 2, 3, or 4, falling 20-30% below the goal.

In grades 3, 5, and 7, students mastered an average 57%, 46%, and 29% respectively, falling well below our goals and where our students have performed historically. This data was greatly impacted by the switch to virtual learning, because of both the difficulties associated with the instruction itself and the slower pace of instruction leading to fewer standards covered.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Results for 4, 6, and 8th Grades Only

2020-21 NWEA MAP Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	215	24	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	150	14	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁵	25	49	18	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁶	2+ students	75%	197	14	No

Results for 3rd, 5th, and 7th Only

Grade	Average Percent of Grade Level Standards Mastered
3rd Grade	57%
5th Grade	46%
7th Grade	29%

⁵ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁶ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

ADDITIONAL EVIDENCE

The vast majority of the data collected this past school year was collected virtually. We relied on several different programs and providers to help us deliver assessments (Assistments, Equip, online platforms provided by curriculums, and NWEA). To help with testing integrity, we communicated with students and families frequently about the importance of reliable data from our assessments, as well as assessment guidelines and best practices. While we did everything in our power to make it easier to administer and take assessments, and to message the importance of valid and reliable data, we know that the virtual environment made it more difficult for students to demonstrate their knowledge and made the data less reliable overall.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Overall, we did not meet the majority of our math goals in the 2020-21 school year. Given the switch to virtual instruction and the difficulty of virtual assessments, we are not surprised by this, but have launched a plan for improved instruction and data collection in the 2021-22 school year.

ACTION PLAN

Given the results of this past year, we've launched a robust plan to support unfinished instruction and improve data collection in the 2021-22 school year by reinvesting in our Response to Intervention (RTI) model and assessments. A description of our RTI model and assessments are broken out by tier below:

- Tier 1 (all students)
 - The focus for all students will be current grade level instruction. We'll insert coherent standards from previous grade levels into our scope and sequences as needed to help all students access the grade level material. The inserted material might come in the form of a task inserted into a lesson, a single lesson inserted, or a series of lessons inserted into a unit.
 - The inserted standards and material will be determined by administering pre-unit diagnostics (provided by the curriculum) that provide guidance to what type of material to add in, and where, depending on the data. We'll use this data to amend a unit's scope and sequence during the module internalization meeting.
- Tier 2 (many students)
 - We've inserted a 45-60 minute Acceleration Block into the school day, where teachers will focus on small group instruction for students who need support in addition to Tier 1 support.
 - The small group instruction will either focus on reviewing key skills determined by recent data, or previewing skills that make it easier for students to access upcoming lessons. Small groups will change about every six weeks, and teachers will use data meetings to help create new groups.
 - To increase the number of small groups we're able to provide, we've hired Tutored by Teachers, and outside provider, to hold virtual sessions for students during this time.

- If students are not in a small group session, they'll be working on one of our online programs that support our curriculum and grade level standards.
- Tier 3 (few students)
 - For students who need support in addition to Tier 1 and Tier 2, we'll be offering 1-1 tutoring sessions and some additional curriculums to help focus on basic skills.
- Assessments
 - To gather student data, we'll still primarily focus on our curricular assessments, but we're also relaunching NWEA for all students in grades 3-10. The assessment will be administered at the beginning and end of each school year.
 - We've also retooled our Academic Dashboards to provide additional insight at both the network and school levels. Each assessment will be analyzed overall and by subgroup, so we're able to target specific areas and adjust our RTI model as needed.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

In our 2017 cohort, 36% of students scored at least a level 4, falling 14% short of our goal.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	66	0		24%
2016	2019-20	77	42	22	63%
2017	2020-21	75	1	27	36%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	85	32%	80	35% (70% Exempt)	80	35% (70% Exempt)
2018	83	34%	82	37% (99% exempt)	82	37% (99% exempt)
2019			90	N/A all exempt	90	N/A all exempt
2020					82	N/A all exempt

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

In our 2017 cohort, 99% of the students scored at least a level three, exceeding the goal by 19%.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	66	0		98%
2016	2019-20	77	3	73	99%
2017	2020-21	75	1	74	99%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	85	96%	80	100%	80	100%
2018	83	82%	82	100%	82	100%
2019			90	98%	90	98%
2020					83	N/A all exempt

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

In our 2017 cohort, 31% of students who were not proficient in 8th grade attained at least a level four, falling 19% short of the goal.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	26	0		7.4%
2016	2019-20	46	0	5	11%
2017	2020-21	32	0	10	31%

ADDITIONAL EVIDENCE

Goal 4: Growth Measure

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

In our 2017 cohort, 100% of our students who were not proficient in 8th grade, scored at least a level three on a mathematics Regents exam.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁷

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	27	0		96%
2016	2019-20	46	0	42	91%
2017	2020-21	32	0	32	100%

ADDITIONAL EVIDENCE

While we did not meet the goal for students attaining a level four, we exceeded the goal for students attaining a level three. We're hopeful that the additional tutoring measures we're putting into place this school year will increase the number of students scoring a level 4 or higher.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	36%

⁷ Based on the highest score for each student on the mathematics Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	99%
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	31%
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	100%

ACTION PLAN

Given the results of this past year, we’ve launched a robust plan to support unfinished instruction and improve data collection in the 2021-22 school year by reinvesting in our Response to Intervention (RTI) model and assessments. A description of our RTI model and assessments are broken out by tier below:

- Tier 1 (all students)
 - The focus for all students will be current grade level instruction. We’ll insert coherent standards from previous grade levels into our scope and sequences as needed to help all students access the grade level material. The inserted material might come in the form of a task inserted into a lesson, a single lesson inserted, or a series of lessons inserted into a unit.
 - The inserted standards and material will be determined by administering pre-unit diagnostics (provided by the curriculum) that provide guidance to what type of material to add in, and where, depending on the data. We’ll use this data to amend a unit’s scope and sequence during the module internalization meeting.
- Tier 2 (many students)

- We’ve inserted a 45-60 minute Acceleration Block into the school day, where teachers will focus on small group instruction for students who need support in addition to Tier 1 support.
- The small group instruction will either focus on reviewing key skills determined by recent data, or previewing skills that make it easier for students to access upcoming lessons. Small groups will change about every six weeks, and teachers will use data meetings to help create new groups.
- To increase the number of small groups we’re able to provide, we’ve hired Tutored by Teachers, and outside provider, to hold virtual sessions for students during this time. At the high school level, at least 200 students (roughly 60% of the student body) will be in tutoring or small group sessions each day.
- If students are not in a small group session, they’ll be working on one of our online programs that support our curriculum and grade level standards.
- Tier 3 (few students)
 - For students who need support in addition to Tier 1 and Tier 2, we’ll be offering 1-1 tutoring sessions and some additional curriculums to help focus on basic skills.
- Assessments
 - To gather student data, we’ll still primarily focus on our curricular assessments, but we’re also relaunching NWEA for all students in grades 3-10. The assessment will be administered at the beginning and end of each school year.
 - We’ve also retooled our Academic Dashboards to provide additional insight at both the network and school levels. Each assessment will be analyzed overall and by subgroup, so we’re able to target specific areas and adjust our RTI model as needed.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

BACKGROUND

Grades	Curriculum	Focus	Assessment	Daily Min.
K-8	Amplify Science	Rigorous, grade-level standards-aligned curriculum	Curriculum provided	45

Our instructional staff participates in many different forms of professional development to help them understand the overall structure of a curriculum, internalize units and lessons, and improve their instructional practice. The PD structure is captured in the table below:

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Professional Development	
Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building knowledge about curriculums and systems. The purpose of these sessions is to build an understanding of the overall structure of the curriculums (big picture goals, assessment structure), as well as investment in them. Staff will also participate in their first round of academic systems (module internalization and lesson internalization), described below.
Module Internalization	At least one week before a new module launches, teachers complete a Module Internalization Guide which helps them study the modules' theme, standards, assessments, key lessons, and overall instructional practices. Teaching teams meet together with their instructional coach to discuss their takeaways, begin to plan how to reach all learners, and discuss any other items they may need for the unit (tools, anchor charts, etc.)
Lesson Internalization	About once a week, grade teams meet to participate in a Lesson Internalization Meeting to help them deeply internalize a key lesson, how it's aligned to the standards, how it aligns to the module assessment, and the key teaching routines within it. Teachers individually complete a Lesson Internalization guide and then meet as a team to debrief and create any additional materials needed to reach all learners.
Data Meetings	About once a week, grade teams meet to participate in Data Meetings, focused on either exit ticket data or the data from a recent curricular assessment. The team norms on exemplar responses, determines the biggest student misconceptions, and then creates a plan to reach students who need additional support understanding the concept.
Observation & Feedback	About once a week, teachers are observed by their instructional coach using our Instructional Practice & Development Guide rubric. In a debrief meeting, the coach and teacher discuss areas of strength, and then determine an area to focus on to help improve their instructional practice. The teacher receives an action step (clear and measurable steps to implement to improve) and additional coaching.
Additional PD Sessions	Each week, schools have built in time for any additional PD sessions that may be needed. The need for sessions is determined by overall trends observed during

	other professional development. Generally, additional sessions focus on lesson planning, implementing instructional routines, and ELA knowledge development.
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During the 2020-2021 school year our K-8 schools were 100% remote through March, when they were able to launch hybrid instruction through the end of the school year. In-person days generally included about 20-30% of the student population, with many parents choosing to stay fully remote, and were interrupted frequently with individual classroom and school-wide closures.

METHOD

In the results reported below, you’ll see a table showing the percent of grade level standards mastered by students in grades 4 and 8. To determine this percentage, we calculated the percent of students who scored above a 65% in each unit assessment (roughly the state exam cutoff score for a Level 3 and what we consider the baseline for basic standards mastery), and multiplied that by the overall percentage of the grade level standards we completed during the school year. We believe this would be roughly equivalent to the number of students who would have scored a Level 3 or higher on the state exam. Typically we would complete near 100% of the standards for a grade level, but the pandemic and virtual instruction slowed our pace considerably.

RESULTS AND EVALUATION

Grade	Average Percent of Grade Level Standards Mastered
4th Grade	20%
8th Grade	30%

ADDITIONAL CONTEXT AND EVIDENCE

The vast majority of the data collected this past school year was collected virtually. We relied on several different programs and providers to help us deliver assessments (Assistments, Equip, online platforms provided by curriculums, and NWEA). To help with testing integrity, we communicated with students and families frequently about the importance of reliable data from our assessments, as well as assessment guidelines and best practices. While we did everything in our power to make it easier to administer and take assessments, and to message the importance of valid and reliable data, we know that the virtual environment made it more difficult for students to demonstrate their knowledge and made the data less reliable overall.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

We did not meet our science goals for this past school year.

ACTION PLAN

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered exam(s). It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2017 Cohort who sat for the exam and have passed the exam with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁸

⁸ Based on the highest score for each student on any science Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	67	0		100%
2016	2019-20	77	0	76	99%
2017	2020-21	75	2	73	100%

ADDITIONAL EVIDENCE

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	91	92%	80	99%	80	99%
2018	85	82%	82	96%	82	96%
2019			6	100%	6	100%
2020					83	N/A

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

ADDITIONAL EVIDENCE

Given the results of this past year, we've launched a robust plan to support unfinished instruction and improve data collection in the 2021-22 school year by reinvesting in our Response to Intervention (RTI) model and assessments. A description of our RTI model and assessments are broken out by tier below:

- Tier 1 (all students)
 - The focus for all students will be current grade level instruction. We'll insert coherent standards from previous grade levels into our scope and sequences as needed to help all students access the grade level material. The inserted material might come in the form of a task inserted into a lesson, a single lesson inserted, or a series of lessons inserted into a unit.
 - The inserted standards and material will be determined by administering pre-unit diagnostics (provided by the curriculum) that provide guidance to what type of material to add in, and where, depending on the data. We'll use this data to amend a unit's scope and sequence during the module internalization meeting.
- Tier 2
 - We will not have any additional Tier 2 strategies for science beyond any additional SPED supports that may be required.

- Tier 3
 - Will will not have any additional Tier 3 strategies for science beyond any additional SPED supports that may be required.

GOAL 6: SOCIAL STUDIES

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

In our 2017 cohort, 100% of the students passed the US History Regents exam with a score of 65 or higher.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	67	0		93%
2016	2019-20	77	2	71	95%
2017	2020-21	75	73	2	100%

EVALUATION

We exceeded the goal by 25%.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	91	2%	80	92%	80	92%
2018	85	1%	82	N/A	82	N/A
2019			90	100%	90	100%
2020					83	N/A

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

In our 2017 cohort, 100% of the students had a score of 65 or higher on the Global Regents exam.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	2018-19	82	0		94%
2016	2019-20	77	2	68	91%
2017	2020-21	75	11	64	100%

EVALUATION

We exceeded our goal by 35%.

ADDITIONAL EVIDENCE

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	86	80%	80	90%	80	90%
2018	83	1%	82	N/A	82	N/A
2019			90	0%	90	0%
2020					83	N/A

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21

GOAL 7: ESSADUE TO COVID-19 AND THE SUBSEQUENT CHANGES TO THE STATE’S TESTING, ACCOUNTABILITY, AND FEDERAL REPORTING REQUIREMENTS, THE 2020-21 SCHOOL ACCOUNTABILITY STATUSES ARE THE SAME AS THOSE ASSIGNED FOR THE 2019-20 SCHOOL YEAR. THE 2019-20 ACCOUNTABILITY STATUSES WERE BASED ON 2018-19 EXAM RESULTS. ASSIGNED ACCOUNTABILITY DESIGNATIONS AND FURTHER CONTEXT CAN BE FOUND [HERE](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

We remain in good standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
Name of trustee (print):	Jennifer McARDle
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	NA
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

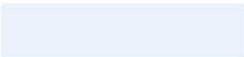
None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Jennifer Philbrick McCardle



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
Name of trustee (print):	Jacob Mnookin
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Jacob P. Mnookin

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
Name of trustee (print):	Joseph Talia
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board member, Finance Committee member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



[Redacted Name]

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
Name of trustee (print):	Julie Goran
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Julie Goran

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
Name of trustee (print):	Josh Wolfe
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Josh Wolfe p.p. Kelisha Layne



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
Name of trustee (print):	Nkonye Okoh
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Keonyc Okoh p.p. Kelisha Layne



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
Name of trustee (print):	Samantha Tweedy
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Samantha Tweedy p.p. kelisha layne

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
Name of trustee (print):	Shona Pinnock
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Skona Pinnock p.p. Kelisha Layne

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

School Name and BEDS Code	Faculty/Staff First Name
---------------------------	--------------------------

N?A

Faculty/Staff Last Name	TEACH ID	Role in School	Hire Date
-------------------------	----------	----------------	-----------

N?A

N?A

N?A

N?A

Start Date	Total Years Experience in this Role	Total Years at this School
------------	-------------------------------------	----------------------------

N?A

N?A

N?A

Out-of Certification Justification as Permitted under the Law

N?A

Notes

N?A

Burglar Alarms
Fire Alarms



P.O. Box 886
Babylon, NY 11702
631-422-6482

Coney Island Prep
 BILL TO: 315 Avenue U
 ADDRESS: Brooklyn NY 11223
 CITY: 133 - 27 Avenue STATE: ZIP: Brooklyn
 JOB NAME:

TIME IN: 8⁰⁰
 TIME OUT: 9⁰⁰

7/29/21

TEST DATE:		
monthly		quarterly
<u>semi-annual</u>		annual
new install		other:

CONTROL PANEL NAME: Boiler Room TYPE: SERIAL #
 SYSTEM LOCATION:

	NO. OF DEVICES	NO TESTED	OKAY SEE BELOW		NO. OF DEVICES	NO TESTED	OKAY SEE BELOW
CONTROL PANEL (S)	1	1	✓	TROUBLE DEVICES	1	1	✓
PULL STATIONS	6	6	✓	BATTERIES	1	1	✓
SMOKE DETECTORS	-			CHARGER (S) BATTERY	1	1	✓
HEAT DETECTORS	-			CENTRAL STATION	-		
SIGNAL BELLS/HORNS	5	5	✓	EMERGENCY LIGHTS	-		
SIGNAL LIGHTS	4	4	✓	FIRE EXTINGUISHER	-		
DOOR HOLDERS/MAGNETIC	-						
FAN/EQUIP. SHUTDOWN	-			power supply	1	1	✓
ANNUNCIATOR PNL	-						
WATER FLOWS	-						
CODE TRANSMITTERS	-						

LOCAL FIRE DEPT./CENTRAL STATION/OTHER: N/A SIGNAL REC'D OPR. #
 REMARKS: TIME:

All systems normal at this time.

ALL DEVICES AND EQUIPMENT FOR THIS SYSTEM TESTED AND FOUND TO BE FULLY OPERATIONAL EXCEPT AS NOTED ABOVE IN REMARKS.

CUSTOMERS SIGNATURE _____
 INSPECTORS SIGNATURE [Signature]



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Coney Island Preparatory Public Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Leslie-Bernard Joseph
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor Davies
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	No response required
6) Form 990; or Extension Form 8868	To be filed no later than 11/15/2021
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	No plan required

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 16,496,248	\$ -	\$ 16,496,248	\$ 16,443,607
Students with disabilities	3,119,692	-	3,119,692	2,911,355
Grants and Contracts				
State and local	67,171	-	67,171	23,888
Federal - Title and IDEA	805,129	-	805,129	659,706
Federal - Other	1,037,630	-	1,037,630	224,551
Other	-	-	-	-
NYC DoE Rental Assistance	1,091,722	-	1,091,722	634,561
Food Service/Child Nutrition Program	1,044,452	-	1,044,452	351,158
TOTAL REVENUE, GAINS AND OTHER SUPPORT	23,662,044	-	23,662,044	21,248,826
EXPENSES				
Program Services				
Regular Education	\$ 13,898,835	\$ -	\$ 13,898,835	\$ 13,255,253
Special Education	4,834,927	-	4,834,927	4,679,526
Other Programs	-	-	-	-
Total Program Services	18,733,762	-	18,733,762	17,934,779
Management and general	2,356,677	-	2,356,677	2,183,858
Fundraising	16,046	-	16,046	21,200
TOTAL OPERATING EXPENSES	21,106,485	-	21,106,485	20,139,837
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	2,555,559	-	2,555,559	1,108,989
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 449,250	\$ -	\$ 449,250	\$ 145,000
Individuals	-	-	-	-
Corporations	10,938	-	10,938	99,950
Fundraising	-	-	-	-
Interest income	45,757	-	45,757	77,015
Miscellaneous income	(110,104)	-	(110,104)	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	395,841	-	395,841	321,965
CHANGE IN NET ASSETS	2,951,400	-	2,951,400	1,430,954
NET ASSETS BEGINNING OF YEAR	9,434,741	-	9,434,741	8,003,787
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 12,386,141	\$ -	\$ 12,386,141	\$ 9,434,741

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 2,951,400	\$ 1,430,954
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	1,050,075	794,069
Grants Receivable	(443,604)	(616,034)
Due from NYS	-	(16,109)
Grant revenues	-	-
Prepaid Expenses	122,242	(22,358)
Accounts Payable	251,615	218,727
Accrued Expenses	(22,567)	(207,277)
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Deferred Rent	(140,455)	(40,140)
Other - Loss on P&E Disposal, Security Deposit Paid/Due from Related Party	62,604	1,371
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 3,831,310	\$ 1,543,203
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(1,113,529)	(442,698)
Other	(4,027,567)	(5,250,467)
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (5,141,096)	\$ (5,693,165)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	2,555,000
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ 2,555,000
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ (1,309,786)	\$ (1,594,962)
Cash at beginning of year	5,026,191	6,621,153
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 3,716,405	\$ 5,026,191

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL

Statement of Functional Expenses

as of June 30, 2021

		2020-21							2019-20	
		Program Services				Supporting Services				
	No. of Positions	Regular Education				Management and				
		Education	Special Education	Other Education	Total	Fund-raising	General	Total	Total	
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	53.00	1,764,212	670,177	-	2,434,389	10,590	1,555,259	1,565,849	4,000,238	5,026,913
Instructional Personnel	117.00	6,681,772	2,267,902	-	8,949,674	-	-	-	8,949,674	7,805,367
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	170.00	8,445,984	2,938,079	-	11,384,063	10,590	1,555,259	1,565,849	12,949,912	12,832,280
Fringe Benefits & Payroll Taxes		1,858,041	646,331	-	2,504,372	2,231	327,664	329,895	2,834,267	2,460,306
Retirement		293,582	102,128	-	395,710	368	54,061	54,429	450,139	431,113
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		23,051	8,019	-	31,070	28	4,245	4,273	35,343	124,920
Accounting / Audit Services		28,517	9,920	-	38,437	36	5,251	5,287	43,724	65,990
Other Purchased / Professional / Consulting Services		248,034	86,283	-	334,317	221	32,476	32,697	367,014	293,580
Building and Land Rent / Lease / Facility Finance Interest		694,853	241,716	-	936,569	871	127,951	128,822	1,065,391	662,291
Repairs & Maintenance		28,643	9,964	-	38,607	36	5,274	5,310	43,917	319,582
Insurance		125,603	43,693	-	169,296	157	23,129	23,286	192,582	187,486
Utilities		7,471	2,599	-	10,070	9	1,376	1,385	11,455	96,114
Supplies / Materials		168,535	58,628	-	227,163	-	-	-	227,163	244,916
Equipment / Furnishings		89,685	31,199	-	120,884	102	14,924	15,026	135,910	40,112
Staff Development		52,593	18,295	-	70,888	2	283	285	71,173	174,555
Marketing / Recruitment		92,454	32,162	-	124,616	116	17,025	17,141	141,757	150,154
Technology		136,598	47,518	-	184,116	171	25,153	25,324	209,440	227,205
Food Service		660,692	229,833	-	890,525	-	-	-	890,525	436,726
Student Services		61,448	21,376	-	82,824	-	-	-	82,824	309,423
Office Expense		153,080	53,251	-	206,331	192	28,188	28,380	234,711	249,127
Depreciation		684,863	238,241	-	923,104	859	126,112	126,971	1,050,075	794,069
OTHER		45,108	15,692	-	60,800	57	8,306	8,363	69,163	39,888
Total Expenses		\$ 13,898,835	\$ 4,834,927	\$ -	\$ 18,733,762	\$ 16,046	\$ 2,356,677	\$ 2,372,723	\$ 21,106,485	\$ 20,139,837

Not applicable

Not applicable

Robert D. LiMandri
Commissioner

December 14, 2010

John Gallagher, R.A.
Deputy Borough
Commissioner
Email:
Johnga@buildings.nyc.gov

Emily Fiero
310 Prospect Park West
Brooklyn, NY 11218

210 Joralemon Street
8th Floor
Brooklyn, NY 11201
www.nyc.gov/buildings

Re: **294 Avenue T**
Block 7102 Lot 1 BIN# 3191355
Brooklyn

+1 718 802 3676 tel
+1 718 802 4098 fax

Dear Sir or Madam:

This is in response to your request dated November 12, 2010 for a Letter of No Objection for the above referenced premises. There is no Certificate of Occupancy for this premise. However, Department of Finance records dated 1938 show this premise is as an X classification. Department of Building records of PA # 4337 and submitted photos show a school at this location.

Therefore, the Department of Buildings has **no objection** to a school (UG 3) at the above referenced premises.

If this building is hereafter altered, an application must be filed pursuant to section 28-105.1 of the Administrative Code of the City of New York.

If the use of this building is changed from one occupancy group to another or from one zoning use group to another, either in whole or in part, a new Certificate of Occupancy shall be obtained pursuant to section 28-188.3 of the Administrative Code of the City of New York.

Please contact me at the telephone number above if I can be of any further assistance.

Sincerely,



John Gallagher,
Deputy Borough Commissioner
Brooklyn

cc: Jinseok Choi, Plan Examiner
LNO file

Automatic Wet Pipe Sprinkler Systems

INSPECTION, TESTING, AND MAINTENANCE

No 191209

SERVICE COMPANY
MASTER FIRE SYSTEMS, INC.
 1776 E. Tremont Avenue • Bronx, N.Y. 10460
 (718) 828-7562 • Fax (718) 684-7130
 Email: sprinklers@masterfireprevention.com
 MFSPC# 371A
 Portable Fire Extinguisher Sales and Service
 FDNY Cert # 313W

Property Name: Coney Island H.S.
 Property Address: 294 Ave T
 Phone Number: _____
 Inspector: Kevin Neters
 Contract Number: _____
 Date: 7/7/21

This Report Covers: Monthly Quarterly Annual 3 Year 5 Year

MONTHLY INSPECTION

Gauges - normal water pressure maintained
Control Valves
 In the correct (open or closed) position
 Sealed, locked, or supervised
 Accessible
 Free from damage or leaks

Alarm Valves
 Free of damage
 Accessible
 Retard chamber/alarm drains not leaking

QUARTERLY INSPECTION

Alarm devices - Free of damage
 Hydraulic data nameplate - securely attached to riser/legible
Pressure Reducing Valve
 In the open position/not leaking
 Maintaining downstream pressure

Fire Department Connections
 Visible and accessible
 Coupling/swivels operate correctly
 Plugs/caps are in place
 Gaskets are not damaged
 Identification signs are in place
 Ball drip valve is functional

QUARTERLY TEST

Main drain test - if sole supply is through backflow preventer
 Static PSI _____ Residual PSI _____
 Alarm devices - water motor gong

SEMI-ANNUAL TEST

Supervisory switch functions
 Alarm devices - inspectors test or bypass opened/obstructed water flow

ANNUAL INSPECTION SPRINKLERS (VISIBLE)

No damage or leaks
 Free of corrosion, foreign material, or paint
 Installed in proper orientation

PIPING & FITTINGS

In good condition/no external corrosion
 No leaks or mechanical damage
 Correct alignment - no external loads
 Hose racks - inspected per NFPA 1962
 Building - wet piping not exposed to freezing temps

ANNUAL TEST

MAIN DRAIN TEST
 Static _____ Residual _____ >>>>>>>>>>>> _____ Do results differ by more than 10% from previous test?
 All control valves operated through full range of motion and returned to normal position
 Specify gravity or anti-freeze system (if present)
 Backflow preventer - test
 Backflow preventer - flow test

THREE-YEAR TEST

Hose has been tested in accordance with NFPA 1962

FIVE-YEAR INSPECTIONS

Alarm valve interior including strainers, filters, and restriction orifice
 Check valve - internal moves freely, in good condition
 Obstruction inspection - no foreign or obstructing material found

FIVE-YEAR TEST

Gauges tested or replaced
 Pressure reducing valve - flow test and comparable to previous results

ROUTINE MAINTENANCE

Sprinklers tested or replaced per appropriate testing schedule

Comments

Sign [Signature] Sign _____ Date 7/7/21
 License/Certification No. _____ Seal # _____

Coney Island Prep 2021-2022 Base Calendar								DOE	OPT
Week #	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday		
		Full Day Schedule (Unless Otherwise Noted)	Full Day Schedule (Unless Otherwise Noted)	Full Day Schedule (Unless Otherwise Noted)	Full Day Schedule (Unless Otherwise Noted)	Half Day Schedule			
July 2021									
11		P/DOO/Ops Summer Work	P/DOO/Ops Summer Work	P/DOO/Ops Summer Work	P/DOO/Ops Summer Work	P/DOO/Ops Summer Work			
18		P/DOO Week Ops Summer Work	P/DOO Week Ops Summer Work	P/DOO Week Ops Summer Work	P/DOO Week Ops Summer Work	P/DOO Week Ops Summer Work			
25		P/DOO/Leaders/Ops Summer Work	P/DOO/Leaders/Ops Summer Work	P/DOO/Leaders/Ops Summer Work	P/DOO/Leaders/Ops Summer Work	P/DOO/Leaders/Ops Summer Work			
August 2021									
1		New Staff Orientation	New Staff Orientation	New Staff Orientation	New Staff Orientation	New Staff Orientation			
8		All Staff Orientation	All Staff Orientation	All Staff Orientation	All Staff Orientation	All Staff Orientation			
15		All Staff Orientation	All Staff Orientation	All Staff Orientation	All Staff Orientation	All Staff Orientation All Staff Celebration		No GenEd Bus Service Available	
22		First Day of School - K? Half Day	First Day of School - 1, 2 Half Day	Half Day	Half Day	Half Day		No GenEd Bus Service Available	
September 2021									
2	29	Half Day Affinity Group Leader Training 4pm - 5pm	Half Day	Half Day	Half Day	No Students PD Day #1 (8am - 2pm) / Sustainable Friday		No GenEd Bus Service Available	
3	5	6 Labor Day Rosh Hashanah Labor Day - No School	7 Rosh Hashanah	8 Rosh Hashanah	9	10 Affinity Groups (3pm-4pm)		GenEd Bus Service Begins 9/10	
4	12			15 Yom Kippur	16 Yom Kippur			DOE Opens 9/13 DOE Closed Yom Kippur 9/16	
5	19					24 Fall MAP NWEA End		GenEd Bus Service Alt Day 9/16	
October 2021									
6	26			29 Bulletin Board Refresh / Classroom Refresh	30				

Coney Island Prep 2021-2022 Base Calendar								DOE	OPT
Week #	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday		
7	3	4 Affinity Group Leader Training 4pm - 5pm	5	6	7	8 No Students PD Day #2 (8am - 2pm) / Sustainable Friday	9		
8	10	11 Indigenons People's Day	12	13 SAT & PSAT	14	15 Hispanic Heritage Month Ends Affinity Groups (3pm-4pm)	16	DOE Closed 10/11	No GenEd bus service avail 10/11
9	17	18	19	20	21	22	23		
10	24	25	26	27	28	29 End of Quarter 1	30		
November 2021									
11	31	1	2 Election Day	3	4	5	6		
			Bulletin Board Refresh / Classroom Refresh						
			No School - Asynchronous			Q1 Gradebooks Close			
12	7	8 Affinity Group Leader Training 4pm - 5pm	9	10	11 Veteran's Day	12 No Students PD Day #3 (8am - 4pm)	13 Affinity Groups (3pm-4pm)	DOE Closed (NO Remote) 11/11	No GenEd Bus Service Available 11/11
13	14	15	16	17	18	19	20		
		Fall Survey Week							
		Quarter 1 Conferences		Quarter 1 Conferences		Quarter 1 Conferences			
14	21	22	23	24 Thanksgiving Break	25 Thanksgiving Break	26 Thanksgiving Break	27	DOE Closed 11/25-11/26	No GenEd Bus Service Available 11/25-11/26
December 2021									
15	28	29	30	1	2	3	4		
		Bulletin Board Refresh / Classroom Refresh							
16	5	6	7	8	9	10	11		
17	12	13	14	15	16	17	18		
		Mid-Year Evaluations		Mid-Year Evaluations		Mid-Year Evaluations			
						Mid-Year Evaluations			
						Sustainable Friday			
						Staff Holiday Celebration			
	19	20	21	22	23	24	25		

GenEd Alt Days 12/24-12/31

Coney Island Prep 2021-2022 Base Calendar								DOE	OFT						
Week #	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday								
30		Affinity Group Leader Training 4pm - 5pm				No Students PD Day #5 (8am - 2pm) / Sustainable Friday									
31	20	21	22	23	24	25	26								
						Affinity Groups (3pm-4pm)									
April 2022															
		National Arab American Heritage Month													
32	27	28	29	30	31	1	2	Ramadan Begins							
		Bulletin Board Refresh / Classroom Refresh													
			Grade 3-8 NYSE ELA	Grade 3-8 NYSE ELA	Grade 3-8 NYSE ELA	Gr 3-8 NYSE ELA Make-Up Opens									
33	3	4	5	6	Paraprofessional Day	7	8	9							
							End of Quarter 3								
							Gr 3-8 NYSE ELA Make-Up Closes								
34	10	11	12	13	14	15	16								
		NYSESLAT Speaking Opens				Spring Break									
35	17	Easter	18	Easter Monday Passover	19	Passover	20	Passover	21	Passover	22	Passover Earth Day	23		
		Spring Break		Spring Break		Spring Break		Spring Break		Spring Break				DOE Closed for Spring Break 4/18-4/22	GenEd Alt Days 4/18-4/22
36	24	25	26	27	28	29	30								
		Spring Survey Week													
			Gr 3-8 NYSE Math	Gr 3-8 NYSE Math	Gr 3-8 NYSE Math	Gr 3-8 NYSE Math Make-Up Opens									
						Q3 Gradebooks Close									
May 2022															
		Asian-Pacific American Heritage Month													
37	1	Ramadan Ends	2	Eid-al-Fitr	3	4	5	6	7						
		Teacher Appreciation Week													
		Bulletin Board Refresh / Classroom Refresh													
		[Tentative - HS AP Exams]	[Tentative - HS AP Exams]	[Tentative - HS AP Exams]	[Tentative - HS AP Exams]	No Students PD Day #5 (8am - 2pm) / Sustainable Friday									
						Gr 3-8 NYSE Math Make-Up Closes			DOE Closed for Eid al-Fitr 5/2						
38	8	9	10	11	12	13	14								
		EOY Evaluations	EOY Evaluations	EOY Evaluations	EOY Evaluations	EOY Evaluations									
		NYSESLAT LRW Opens [Tentative - HS AP Exams]	[Tentative - HS AP Exams]	[Tentative - HS AP Exams]	Affinity Group Leader Training 4pm - 5pm	Affinity Groups (3pm-4pm)									
					[Tentative - HS AP Exams]	[Tentative - HS AP Exams]									
		Quarter 3 Conferences	Quarter 3 Conferences	Quarter 3 Conferences	Quarter 3 Conferences	Quarter 3 Conferences									
39	15	16	17	18	19	20	21								
		EOY Evaluations	EOY Evaluations	EOY Evaluations	EOY Evaluations	EOY Eval/FY23 OLS Sent									

Coney Island Prep 2021-2022 Base Calendar								DOE	OPT
Week #	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday		
39		Spring MAP NWEA Start				NYSESLAT Closes / Spring MAP NWEA End			
40	22	23	24 Gr 4 & Gr 8 Science Performance Opens	25	26	27 No School Memorial Weekend Break	28	DOE Closed Memorial Day 5/27	
June 2022									
41	29	30 No School Memorial Weekend Break	31 Bulletin Board Refresh / Classroom Refresh	1	2	3 Gr 4 & Gr 8 Science Performance Closes	4 New Hire Welcome Weekend	DOE Closed 5/31 DOE Closed for Brooklyn- Queens/Anniversary Day 6/3	No GenEd bus service available 5/31
42	5	6 Gr 4 & Gr 8 Science Written	7	8	9	10 Graduation	11	DOE Closed 6/7 Clerical Day	
43	12	13	14 9-12 Last Day of Instruction	15 HS Regents Exams	16 HS Regents Exams	17 K-8 Last Day of Instruction K-8 Retention Finalized? HS Regents Exams	18		
44	19	20 Juneteenth No School	21 VP PD Ops PD & EOY Close Out HS Regents Exams	22 VP PD Ops PD & EOY Close Out HS Regents Exams	23 VP PD Ops PD & EOY Close Out HS Regents Exams	24 Last Day of School 9-12 Retention Finalized? VP PD Ops PD & EOY Close Out HS Regents Exams	25		
July 2022									
	26	27 Two Week Shut Down	28 Two Week Shut Down	29 Two Week Shut Down	30 Two Week Shut Down	1 Two Week Shut Down	2	DOE last day of school June 27	
	3	4 Two Week Shut Down	5 Two Week Shut Down	6 Two Week Shut Down	7 Two Week Shut Down	8 Two Week Shut Down	9		
	10	11 P/DOO/Ops Summer Work	12 P/DOO/Ops Summer Work	13 P/DOO/Ops Summer Work	14 P/DOO/Ops Summer Work	15 P/DOO/Ops Summer Work	16		
	17	18 P/DOO Week Ops Summer Work	19 P/DOO Week Ops Summer Work	20 P/DOO Week Ops Summer Work	21 P/DOO Week Ops Summer Work	22 P/DOO Week Ops Summer Work	23		
	24	25 P/DOO/Leaders/Ops Summer Work	26 P/DOO/Leaders/Ops Summer Work	27 P/DOO/Leaders/Ops Summer Work	28 P/DOO/Leaders/Ops Summer Work	29 P/DOO/Leaders/Ops Summer Work	30		
August 2022									
	31	1 New Staff Orientation	2 New Staff Orientation	3 New Staff Orientation	4 New Staff Orientation	5 New Staff Orientation	6		

