

# Application: Coney Island Preparatory Public Charter School

Melissa Wasley - Mwasley@coneyislandprep.org  
2022-2023 Annual Report

## Summary

ID: 0000000140

Last submitted: Nov 8 2023 10:20 AM (EST)

Labels: SUNY Trustees

## Entry 1 School Info and Cover Page

Completed - Aug 23 2023

### 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 the [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 2022-2023 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, 2023**) 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 800000063971

**a1. Popular School Name**

Coney Island Prep

**b. CHARTER AUTHORIZER (As of June 30th, 2023)**

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. School Unionized**

Is your charter school unionized?

No

**d. DISTRICT / CSD OF LOCATION**

CSD #21 - BROOKLYN

**e. Date of Approved Initial Charter**

Dec 1 2008

**f. Date School First Opened for Instruction**

Aug 24 2009

**g. Approved School Mission and Key Design Elements**

*(Regents, NYCDOE and Buffalo BOE authorized schools only)*

N/A

**h. School Website Address**

<https://coneyislandprep.org/>

**i. Total Approved Charter Enrollment for 2022-2023 School Year**

1474

**j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment**

1203

**k. Grades Served**

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

**Responses Selected:**

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

**I. Charter Management Organization**

Do you have a [Charter Management Organization](#)?

No

**FACILITIES INFORMATION**



## m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

	Yes, 4 sites
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### 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 previous year (K-5, 6-9, etc.)	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	K-2	K-2

**m1a. Please provide the contact information for Site 1.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Brittany Harper	Principal	718-676-4755		<a href="mailto:bharper@coneyislandprep.org">bharper@coneyislandprep.org</a>
Operational Leader	Erin Swide	Director of Operations	718-676-4755		<a href="mailto:ESwide@coneyislandprep.org">ESwide@coneyislandprep.org</a>
Compliance Contact	Melissa Wasley	Director of Compliance and Student Services	929-379-3901		<a href="mailto:Mwasley@coneyislandprep.org">Mwasley@coneyislandprep.org</a>
Complaint Contact	Leslie Bernard Joseph	Chief Executive Officer	929-379-3901		<a href="mailto:Ljoseph@coneyislandprep.org">Ljoseph@coneyislandprep.org</a>
DASA Coordinator	Brittany Harper	Principal	718-676-4755		<a href="mailto:bharper@coneyislandprep.org">bharper@coneyislandprep.org</a>
Phone Contact for After Hours Emergencies	Erin Swide	Director of Operations	718-676-4755		<a href="mailto:ESwide@coneyislandprep.org">ESwide@coneyislandprep.org</a>

**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, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

### Site 1 Certificate of Occupancy (COO)

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### Site 1 Fire Inspection Report

*This is required, marked optional for administrative purposes.*

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### School Site 2

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## 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 previous year (K-5, 6-9, etc.)	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 Avenue Brooklyn, New York 11214	(929) 277-1200	NYC CSD 21	3-5	3-5	3-5

### m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Crystal Dewar	Principal	929-277-1200		<a href="mailto:Cdewar@coneyislandprep.org">Cdewar@coneyislandprep.org</a>
Operational Leader	Kevin Pesantez	Director of Operations	929-277-1200		<a href="mailto:Kpesantez@coneyislandprep.org">Kpesantez@coneyislandprep.org</a>
Compliance Contact	Melissa Wasley	Director of Compliance and Student Services	929-379-3901		<a href="mailto:Mwasley@coneyislandprep.org">Mwasley@coneyislandprep.org</a>
Complaint Contact	Leslie Bernard Joseph	Chief Executive Officer	929-379-3901		<a href="mailto:Ljoseph@coneyislandprep.org">Ljoseph@coneyislandprep.org</a>
DASA Coordinator	Crystal Dewar	Principal	929-277-1200		<a href="mailto:Cdewar@coneyislandprep.org">Cdewar@coneyislandprep.org</a>
Phone Contact for After Hours Emergencies	Kevin Pesantez	Director of Operations	929-277-1200		<a href="mailto:Kpesantez@coneyislandprep.org">Kpesantez@coneyislandprep.org</a>

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

Private Space

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**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 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, 2023.**

- **Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.**

**Site 1 Certificate of Occupancy (COO)**

[CIP\\_Certificate of Occupancy.pdf](#)

**Filename:** CIP\_Certificate of Occupancy.pdf **Size:** 284.5 kB

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**Site 2 Fire Inspection Report**

*This is required, marked optional for administrative purposes.*

[CIPUES FDNY Inspection.pdf](#)

**Filename:** CIPUES FDNY Inspection.pdf **Size:** 486.9 kB

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**School Site 3**

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### 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 previous year (K-5, 6-9, etc.)	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	718-513-6951	NYC CSD 21	6-8	6-8	6-8

#### m3a. Please provide the contact information for Site 3.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Shaun Benjamin	Principal	718-513-6951		<a href="mailto:Sbenjamin@coneyislandprep.org">Sbenjamin@coneyislandprep.org</a>
Operational Leader	Yemisi Nassirou	Director of Operations	718-513-6951		<a href="mailto:Ynassirou@coneyislandprep.org">Ynassirou@coneyislandprep.org</a>
Compliance Contact	Melissa Wasley	Director of Compliance and Student Services	929-379-3901		<a href="mailto:Mwasley@coneyislandprep.org">Mwasley@coneyislandprep.org</a>
Complaint Contact	Leslie Bernard Joseph	Chief Executive Officer	929-379-3901		<a href="mailto:Ljoseph@coneyislandprep.org">Ljoseph@coneyislandprep.org</a>
DASA Coordinator	Shaun Benjamin	Principal	718-513-6951		<a href="mailto:Sbenjamin@coneyislandprep.org">Sbenjamin@coneyislandprep.org</a>
Phone Contact for After Hours Emergencies	Yemisi Nassirou	Director of Operations	718-513-6951		<a href="mailto:Ynassirou@coneyislandprep.org">Ynassirou@coneyislandprep.org</a>

**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	9-12

**m4a. Please provide the contact information for Site 4.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Christy Boise	Principal	718-676-1063		<a href="mailto:Cboise@coneyislandprep.org">Cboise@coneyislandprep.org</a>
Operational Leader	Karen Johnson	Chief Operating Officer	718-676-1063		<a href="mailto:Kjohnson@coneyislandprep.org">Kjohnson@coneyislandprep.org</a>
Compliance Contact	Melissa Wasley	Director of Compliance and Student Services	929-379-3901		<a href="mailto:Mwasley@coneyislandprep.org">Mwasley@coneyislandprep.org</a>
Complaint Contact	Leslie Bernard Joseph	Chief Executive Officer	929-379-3901		<a href="mailto:Ljoseph@coneyislandprep.org">Ljoseph@coneyislandprep.org</a>
DASA Coordinator	Christy Boise	Principal	718-676-1063		<a href="mailto:Cboise@coneyislandprep.org">Cboise@coneyislandprep.org</a>
Phone Contact for After Hours Emergencies	Karen Johnson	Chief Operating Officer	718-676-1063		<a href="mailto:Kjohnson@coneyislandprep.org">Kjohnson@coneyislandprep.org</a>

**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

m1d. 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, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

### Site 1 Certificate of Occupancy (COO)

[294 Avenue T.Letter of No Objection.pdf](#)

**Filename:** 294 Avenue T.Letter of No Objection.pdf **Size:** 31.8 kB

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### Site 4 Fire Inspection Report

*This is required, marked optional for administrative purposes.*

[CIPHS FDNY Inspection.pdf](#)

**Filename:** CIPHS FDNY Inspection.pdf **Size:** 147.7 kB

### n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

Coney Island Prep- 626 Sheepshead Bay Road, Suite 560 Brooklyn, NY 11224

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## CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

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**o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).**

*Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.*

No

## ATTESTATIONS

**p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).**

Name	Melissa Wasley
Position	Director of Compliance and Student Services
Phone/Extension	929-379-3901
Email	<a href="mailto:Mwasley@coneyislandprep.org">Mwasley@coneyislandprep.org</a>

**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


As outlined in ENTRY 10:

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.

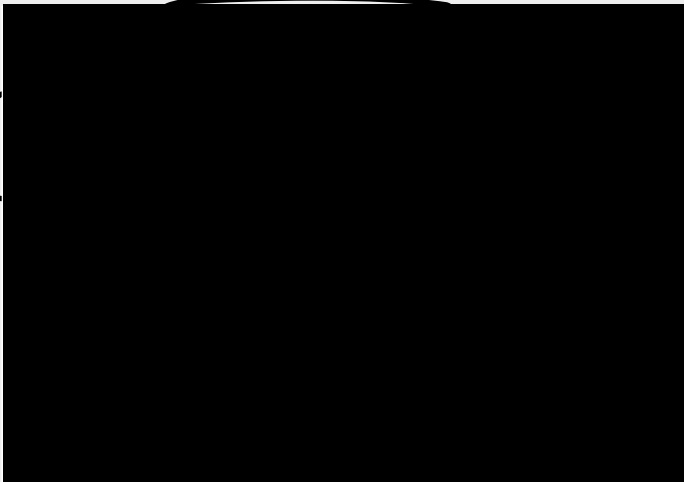
**Responses Selected:**

Yes

Signature, Head of Charter School

A large black rectangular redaction box covers the signature of the Head of Charter School. The signature is written in black ink on a light gray background.

Signature, President of the Board of Trustees

A large black rectangular redaction box covers the signature of the President of the Board of Trustees. The signature is written in black ink on a light gray background.

Date

Aug 1 2023



Thank you.

## Entry 2 Links to Critical Documents on School Website

Completed - Aug 23 2023

### Instructions

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

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Report when financials have been submitted in November.)

## Form for Entry 2 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**

**4: Authorizer-approved DASA policy and NYSED-Approved School Discipline 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:

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	<a href="http://coneyislandprep.org/wp-content/uploads/2023/02/FY22-Annual-Report.pdf">http://coneyislandprep.org/wp-content/uploads/2023/02/FY22-Annual-Report.pdf</a>
2. Board meeting notices, agendas and documents	<a href="https://coneyislandprep.org/accountability-reports/">https://coneyislandprep.org/accountability-reports/</a>
3. New York State School Report Card	<a href="https://data.nysed.gov/profile.php?instid=800000063971">https://data.nysed.gov/profile.php?instid=800000063971</a>
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	<a href="http://coneyislandprep.org/wp-content/uploads/2023/02/FY23-CIP-District-Wide-Safety-Plan.pdf">http://coneyislandprep.org/wp-content/uploads/2023/02/FY23-CIP-District-Wide-Safety-Plan.pdf</a>
6. Authorizer-approved FOIL Policy	<a href="https://docs.google.com/document/d/1MO2V-LLuRdsD08VXNEggOpt77cF856ojgLXglJw2blo/edit#heading=h.norhu4jfc0q0">https://docs.google.com/document/d/1MO2V-LLuRdsD08VXNEggOpt77cF856ojgLXglJw2blo/edit#heading=h.norhu4jfc0q0</a>
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	<a href="https://docs.google.com/document/d/1MO2V-LLuRdsD08VXNEggOpt77cF856ojgLXglJw2blo/edit#heading=h.norhu4jfc0q0">https://docs.google.com/document/d/1MO2V-LLuRdsD08VXNEggOpt77cF856ojgLXglJw2blo/edit#heading=h.norhu4jfc0q0</a>

Thank you.



## Entry 3 Progress Toward Goals

Completed - Aug 23 2023 - Hidden from applicant

# Instructions

## Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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

## Entry 3 Progress Toward Goals

### PROGRESS TOWARD CHARTER GOALS

## Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

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### 1. ACADEMIC STUDENT PERFORMANCE GOALS

## Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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## 2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

No

## 4. ORGANIZATION GOALS

**For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.**

**2022-2023 Progress Toward Attainment of Organization Goals**

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				



**5. Do have more organizational goals to add?**

No

**6. FINANCIAL GOALS**

**2022-2023 Progress Toward Attainment of Financial Goals**

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

**7. Do have more financial goals to add?**

(No response)

**2021-2022 Progress Toward Attainment of Financial Goals**

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

**Thank you.**

## Entry 3 Accountability Plan Progress Reports

Completed - Nov 8 2023

### Instructions

#### SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, **and** into the SUNY Epicenter document management system by September 15, 2023.

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

#### 2022-2023 Accountability Plan Progress Report

Filename: 2022-2023\_Accountability\_Plan\_Prog\_4Nh06O8.pdf Size: 583.4 kB

## Entry 4 - Audited Financial Statements

Completed - Nov 1 2023

#### Required of ALL Charter Schools

**ALL SUNY-authorized charter schools** must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

**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, 2023**. 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 protections are removed from all school uploaded documents.

**PLEASE NOTE:** This task appears as visible and optional task in the online portal until **August 1 2023** but will be identified as a required task thereafter and due on **November 1, 2023**. This is a required task, and it is marked optional for administrative purposes only.

#### 2022-2023 Annual Financial Audit Annual Report

Filename: 2022-2023\_Annual\_Financial\_Audit\_A\_Yipol2K.pdf Size: 556.6 kB

## Entry 4a – Audited Financial Report Template (SUNY)

Completed - Nov 1 2023

#### Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

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

#### 2022-2023 Annual Financial Audit Template

Filename: 2022-2023\_Annual\_Financial\_Audit\_Template.xlsx Size: 175.0 kB

## Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

#### Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

**Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.**

**EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.**

**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

**Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents and submit by **November 1, 2023**. 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. Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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

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

## Entry 4d - Financial Contact Information

**In Progress** - Last edited: Aug 23 2023 - Hidden from applicant

**Regents, NYCDOE, and Buffalo BOE authorized schools** should enter financial contact information directly into the form within the portal by **November 1, 2023**.

## Form for "Financial Contact Information"

### 1. School Based Fiscal Contact Information

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

## 2. Audit Firm Contact Information

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

### 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 2023-2024 Budget

Completed - Nov 1 2023

**SUNY-authorized charter schools** should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

**Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

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.

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

### [2023-24 Budget and Quarterly Report](#)

Filename: 2023-24\_Budget\_and\_Quarterly\_Report.xlsx Size: 532.5 kB

### [FY24 CIP Budget-Narrative Questionnaire](#)

Filename: FY24\_CIP\_Budget-Narrative\_Questionnaire.pdf Size: 43.6 kB

## Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 23 2023

### **Required of ALL Charter Schools**

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 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. 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 Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

### [FY23 Jacob Mnookin DOF](#)

Filename: FY23\_Jacob\_Mnookin\_DOF.pdf Size: 903.4 kB

### [FY23 Julie Goran DOF](#)

Filename: Julie\_Goran\_DOF.pdf Size: 453.2 kB

### [FY23 Nkonye Okoh Financial Disclosure Form](#)

Filename: FY23\_Nkonye\_Okoh\_Financial\_Disclosure\_Form.pdf Size: 162.7 kB

### [FY23 Josh Wolfe Board Financial Disclosure Form](#)

Filename: FY23\_Josh\_Wolfe\_Board\_Financial\_Di\_ZXOQrKT.pdf Size: 514.7 kB

### [FY23 Joseph Talia Financial Disclosure Form](#)

Filename: FY23\_Joseph\_Talia\_Financial\_Disclo\_N4KTgLM.pdf Size: 4.1 MB

### [FY23 Brian Buckmire Financial Disclosure](#)

Filename: FY23\_Brian\_Buckmire\_Financial\_Disclosure.pdf Size: 451.6 kB

### [FY23 Samantha Tweedy Financial Disclosure Form](#)

Filename: FY23\_Samantha\_Tweedy\_Financial\_Dis\_nCGvJYv.pdf Size: 359.6 kB

### [FY23 Joe Herrera Board Financials](#)

Filename: FY23\_Joe\_Herrera\_Board\_Financials.pdf Size: 414.3 kB

## Entry 7 BOT Membership Table

Completed - Aug 23 2023

## 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.

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**Authorizer:**

Who is the authorizer of your charter school?

SUNY

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**1. 2022-2023 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 Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Josh Wolfe	[REDACTED]	Chair	Fundraising; Governance; Facilities	Yes	4	06/01/2022	06/01/2025	8
2	Joe Herrera	[REDACTED]	Trustee/Member	Students and Staff	Yes	2	05/01/2021	05/01/2024	7
3	Samantha Tweedy	[REDACTED]	Trustee/Member	Fundraising; Academic Accountability	Yes	2	02/01/2022	02/01/2025	7
4	Jacob Mnookin	[REDACTED]	Secretary	Academic Accountability	Yes	1	06/01/2020	06/01/2024	8
5	Brian Buckmire	[REDACTED]	Trustee/Member	Fundraising; Governance	Yes	1	03/01/2021	03/01/2025	8
6	Nkonye Okoh Soetan	[REDACTED]	Treasurer	Finance; Facilities	Yes	2	12/01/2021	12/01/2024	8
7	Julie Goran	[REDACTED]	Trustee/Member	Facilities	Yes	2	05/01/2022	05/01/2025	8

8	Joseph Talia	██████████ ██████████ ██████████	Trustee/ Member	Finance	Yes	3	07/01/2022	07/01/2025	6
9									

**1a. Are there more than 9 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, 2023	8
b.Total Number of Members Added During 2022-2023	0
c. Total Number of Members who Departed during 2022-2023	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

**3. Number of Board meetings held during 2022-2023**

12

**4. Number of Board meetings scheduled for 2023-2024**

12



Total number of Voting Members on June 30, 2023:

8

Total number of Voting Members added during the 2022-2023 school year:

0

Total number of Voting Members who departed during the 2022-2023 school year:

1

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

9

Thank you.

## Entry 8 Board Meeting Minutes

Incomplete - 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 2022-June 2023), which should match the number of meetings held during the 2022-2023 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 1, 2023**.

## Entry 9 Enrollment & Retention

Completed - Aug 23 2023

**Instructions for submitting Enrollment and Retention Efforts**

**Required of ALL Charter Schools**

Describe the good faith efforts the charter school has made in 2022-2023 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 2023-2024.

**\*SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

## **Entry 9 Enrollment and Retention of Special Populations**

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## Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	<p>In addition to the methods we traditionally use (print and virtual advertisements, mailings, and open houses), we will continue to invest in community canvassing events, particularly on Coney Island proper where residents are hit most by economic hardship. These events will serve as strong opportunities for school staff to engage with the community, talk to residents about our school, and encourage them to apply. With the help of our local partnerships, we will also monitor community events throughout the summer so that we can continue to spread the word about our school.</p> <p>Lastly, we recognize that family referrals make up a large percentage of our application base. As such, we will explore ways to lean into our vibrant school community to create more formal opportunities for current families to spread the word about our school.</p>	<p>We ran bus and subway ads in the Coney Island community ensuring that we reach all corners of our neighborhood and focusing on the several large public housing projects near our schools. We will continue to invest in community canvassing events, particularly on Coney Island proper where residents are hit most by economic hardship. These events will serve as strong opportunities for school staff to engage with the community, talk to residents about our school, and encourage them to apply. With the help of our local partnerships, we will also monitor community events throughout the summer so that we can continue to spread the word about our school.</p> <p>We recognize that family referrals make up a large percentage of our application base. As such, we will explore ways to lean into our vibrant school community to create more formal opportunities for current families to spread the word about our school.</p> <p>New this year was our visits with Headstarts serving predominantly low-income students as well as inviting staff from those centers to visit our schools.</p>
English Language Learners	<p>Our applications, recruitment and marketing materials will continue to be available in a variety of languages that reflect our community (English, Spanish,</p>	<p>Our applications, recruitment and marketing materials will continue to be available in a variety of languages that reflect our community (English, Spanish,</p>

	<p>Russian, &amp; Mandarin), and highlight our ELL services. We will also continue to offer a lottery preference for students who identify as ELL, and ensure that all staff has access to the language line to support families who may have questions about our school. Our in-person open houses will be open to all potential families and will include on-site translators.</p> <p>Additionally, we will update our website so that it is easily translated into other languages, removing a barrier to gaining increased knowledge about our school.</p>	<p>Russian, &amp; Mandarin), and highlight our ELL services. We will also continue to offer a lottery preference for students who identify as ELL, and ensure that all staff has access to the language line to support families who may have questions about our school. Our in-person open houses will be open to all potential families and will include on-site translators.</p> <p>Additionally, we will update our website so that it is easily translated into other languages, removing a barrier to gaining increased knowledge about our school.</p> <p>Finally, we will ensure that we are reaching out to new immigrant communities especially those arriving from the Ukraine and Mexico to ensure they are aware of the opportunity to enroll in our school.</p>
Students with Disabilities	<p>We will continue the recruitment methods mentioned above, which highlight our special education services.</p> <p>In addition to this, our Special Education Coordinators will continue to review every IEP and conference with prospective families to ensure that our school setting will be appropriate for their child.</p>	<p>Coney Island Prep continues to serve a student population of over 20% students with disabilities which exceeds the percentage for our district as a whole.</p>

## Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	<p>We are committed to continuing our legacy of offering a quality education that provides the structure and opportunities for our students to be successful in the college or career of their choice and will continue to offer a rigorous curriculum, structured environment, and longer school day and year that our families have come to expect.</p> <p>To increase family participation, we plan to create more opportunities for family engagement so that there is even more investment in our school community.</p> <p>We also plan to expand our after-school programming to grades 9-12, so that more students have equitable access to extracurricular activities.</p>	<p>Coney Island Prep has always and continues to serve a population that is over 85% economically disadvantaged, exceeding the rate for our district. We will continue our efforts to retain those students by offering a rigorous curriculum, structured environment, and longer school day and year that our families have come to expect.</p> <p>We also plan to continue to expand our after-school programming, so that more students have equitable access to extracurricular activities.</p>
English Language Learners	<p>We will continue to make our campuses a safe and supportive space for ELL students and families by proceeding to provide access to translated information and materials, as well as on-site or telephonic translation services for our events and family meetings.</p> <p>We will also continue to utilize internal and external data tracking methods to ensure that our students are receiving the appropriate interventions that support their individual needs.</p>	<p>We will continue to make our campuses a safe and supportive space for ELL students and families by proceeding to provide access to translated information and materials, as well as on-site or telephonic translation services for our events and family meetings.</p> <p>We will also continue to utilize internal and external data tracking methods to ensure that our students are receiving the appropriate interventions that support their individual needs.</p>

Students with Disabilities	<p>We have a solid system for providing individual attention to families who indicate that their scholar has an IEP and will continue to lean on our systems to ensure that families are informed and assisted when navigating through the IEP process.</p> <p>Additionally, we will continue to expand our knowledge of trauma-informed practices and utilize proven methods that allow us to support our students' needs.</p>	<p>We have a solid system for providing individual attention to families who indicate that their scholar has an IEP and will continue to lean on our systems to ensure that families are informed and assisted when navigating through the IEP process.</p> <p>Additionally, we will continue to expand our knowledge of trauma-informed practices and utilize proven methods that allow us to support our students' needs.</p>
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**Entry 10 – Teacher and Administrator Attrition**

Completed - Aug 23 2023

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

## A. TEACH System – Employee Clearance

### Required of ALL Charter Schools

Charter schools must ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who 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. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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 [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

<sup>[1]</sup> Employees who 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.nysed.gov/common/nysed/files/programs/charter-schools/employeeefingerprintoct19.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**

**Emergency Conditional Clearances**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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 [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

**Attestation**

**Responses Selected:**

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

**Entry 11 Percent of Uncertified Teachers**

In Progress - Last edited: Aug 23 2023 - 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 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.

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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
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. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(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: 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	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete - Hidden from applicant

[Instructions](#)

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

Upload the 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

## Entry 13 School Calendar

Completed - Aug 23 2023

[Instructions for submitting School Calendar](#)

### Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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 also 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 (also used to align to schools with extended days/years referenced in their mission statements/key design elements), See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

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

### FY24 CIP Calendar - FY24 Base Staff Cal

Filename: FY24\_CIP\_Calendar\_-\_FY24\_Base\_Staff\_Cal.pdf Size: 135.9 kB

## Entry 14 Staff Roster

Incomplete - Hidden from applicant

### INSTRUCTIONS

#### Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

**Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.**

**Reminders:** Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer	<b>Select</b> your school's authorizer from the <b>drop-down list first</b> , before completing the roster.
<b>NOTE: MUST BE DONE FIRST</b>	
School Name and Institution ID	<b>Select</b> your school's name from the <b>drop-down list</b> .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the <b>7 digit TEACH ID</b> for the Faculty/Staff person.
Role in School	<b>Select</b> the best choice of role of the Faculty/Staff person from the <b>drop-down list</b> .

CPR/AED Certification Status	<b>Select</b> the appropriate choice from the <b>drop-down list</b> .
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	<b>Select</b> the appropriate choice from the <b>drop-down list</b> .
Subject Taught	<b>Select</b> the appropriate choice from the <b>drop-down list</b> .
Notes	Optional

## Optional Additional Documents to Upload (BOR)

Incomplete

## **Coney Island Prep**

### **2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

By Amanda Warco  
Senior Director of Data & Compliance  
&  
Abigail Gabriel  
Director of Data & Analytics

626 Sheepshead Bay Rd, Suite 560  
Brooklyn, NY 11224

929-441-3370



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Leslie-Bernard Joseph (Chief Executive Officer), Liza Potter (Chief Academic Officer), Amanda Warco (Senior Director of Data & Compliance) and Abigail Gabriel (Director of Data & Analytics) prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Joe Herrera	Officer	Executive Students, Families, and Staff
Joseph Talia	Officer	Finance
Josh Wolfe	Chair	Executive Governance Facilities
Julie Goran	Officer	Fundraising Governance Executive
Nkonye Okoh	Treasurer	Finance Facilities Executive
Samantha Tweedy	Officer	Academic Accountability Fundraising
Shona Pinnock	Officer	Students, Families, and Staff
Jacob Mnookin	Secretary	Executive Academic Accountability
Brian Buckmire	Officer	Fundraising

**Leslie-Bernard Joseph has served as the Executive Director since 2019.**

## SCHOOL OVERVIEW

Founded in 2009, Coney Island Prep is a free, public K-12 charter school in southern Brooklyn, serving more than 1,200 scholars across four campuses. At its core, ours is a mission rooted in equity: Students at Coney Island Preparatory Public Charter School will develop the academic skills and character necessary for success in selective colleges and universities, and the career of their choice. Students will realize success through a rigorous academic program in a supportive and structured school community. Every school endeavors to see its kids succeed. But in a city where opportunity is not always so clearly accessible, 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 the pandemic. We have significant ground to recover after lost instructional time from nearly a full year of remote learning, four months of hybrid instruction with low in-person attendance, and another full school year where both COVID and chronic absenteeism remained major obstacles.

In response to these unprecedented challenges, Coney Island Prep has stepped up. We have re-doubled our professional development efforts around Trauma-Informed Practices to ensure that all staff members are both sufficiently equipped and developing long-term practices in support of our scholars. We made major investments in accelerating learning, including one-one-one tutoring and phonics instruction to ensure reading growth, restructuring the school day to allow more time for teacher development, and more time in smaller groups for scholars. We have refocused on our teacher development and intellectual prep systems including module internalization, lesson internalization, data, observation, debrief, and feedback cycles to catalyze teacher development. And we've made deep pandemic-era investments to create new opportunities for comprehensive after-school and counseling services K-12. Coney Island Prep remains committed to leveraging the best of our lessons learned over the past three school years into student outcomes that are leaps beyond where we are now.

While we know there is much hard work to be done to ultimately fulfill our lofty mission, we remain particularly proud that we are fulfilling our truly ultimate outcomes. Graduating seniors continue to earn seven college acceptances on average, and they are persisting at rates that are five times the national average for low-income students of color and first-generation families.

## ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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
2021-22	93	95	65	93	93	88	108	93	84	103	94	80	71	1,160
2022-23	90	106	89	100	95	96	111	115	88	103	98	88	72	1,251

### 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 9<sup>th</sup> grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2022-23 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>)

#### Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> 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 30th
2020-21	2017-18	2017	75	0	75
2021-22	2018-19	2018	72	0	72
2022-23	2019-20	2019	74	0	74

#### 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 school year they first enter the 9<sup>th</sup> grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. 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 but not limited to 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

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Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	75	0	75
2021-22	2018-19	2018	72	1	73
2022-23	2019-20	2019	74	2	76

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	75	0	75
2021-22	2017-18	2017	72	2	74
2022-23	2018-19	2018	70	0	73

### PROMOTION POLICY

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. Students will be promoted to the next grade only if they have demonstrated satisfactory academic performance or their academic performance suggests that they can succeed in the following grade.

We consider student mastery of current grade level content and skills, student readiness for the next grade level's content and skills, as well as student age and maturity in making promotion decisions. In addition, student completion of statement required course work and testing are also factors in making promotion decisions.

We will communicate promotion-in-doubt status and student performance progress at least twice a quarter (beginning in the second quarter) to families in the hopes that we can, together, prevent those students from being retained. Final promotion and retention decisions will be communicated with families in June.

A student may be retained for meeting one or more of the criteria laid out below:

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Earning less than 70% in ELA and Math for 2 or more quarters
- Earning less than 70% in ELA and/or History for 2 or more quarters
- Earning less than 70% in Math and/or Science for 2 or more quarters
- Earning less than a 70% in 2 or more courses for the entire year
- K-5- earning less than “at benchmark” on mClass benchmark assessments

We will seek input from teachers, and other school staff before making decisions, but the Principal and Chief Schools Officer ultimately make all promotion and retention decisions.

We aim to have a school atmosphere where retention is not something to be ashamed of, but rather it is an indication that a student is willing to persevere and do the hard work necessary to be a leader who truly exhibits Coney Island Prep’s values.

### GOAL 1: HIGH SCHOOL GRADUATION

#### **Graduation Goal Measure 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.

#### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	86	92%
2022	90	83%

#### **Graduation Goal Measure 2 - 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.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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 2023, the 2021 Cohort will have completed its second year.

#### 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)
2019	2020-21	92	83%
2020	2021-22	93	67%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2021	2022-23	86	58%
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### Graduation Goal Measures 3 & 4 - Absolute

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.

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

#### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	73	66	90%
2018	2021-22	75	64	65%
2019	2022-23	76	67	88%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	76	74	97%
2017	2021-22	74	72	97%
2018	2022-23	73	66	90%

### Graduation Goal Measure 5 - 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.

#### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>2</sup>

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating

<sup>1</sup> 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.

<sup>2</sup> 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 2021-22 results as a temporary placeholder for the district's 2022-23 results.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	2020-21	73	66	90%	3,179	76%
2018	2021-22	75	64	85%	2,690	83%
2019	2022-23	76	67	88%	2,690	83%

### Graduation Goal Measure 6 - 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.

#### Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
Not applicable	Not applicable	Not applicable	Not applicable

\*We do not have any students taking alternative exams.

#### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	Not applicable	Not applicable
2018	2021-22	Not applicable	Not applicable
2019	2022-23	Not applicable	Not applicable

\*We do not have any students taking alternative exams.

#### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Please see below for a full explanation of the measures and outcomes relevant to our graduation goal:

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.	Yes (92% for 2021 Cohort, 83% for 2022 Cohort)

<sup>3</sup> As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
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.	No (58%)
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Yes (88%)
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	No (90%)
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.	Yes (CIP 88% vs. District 21 83%)
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.	Not applicable

### EVALUATION OF THE GRADUATION GOAL

In the 2022-23 school year, we met our four-year graduation (Graduation Goal Measures 3 & 4 - Absolute), credit accumulation (Goal Measure 1 - Leading Indicator), and comparative graduation rate (Graduation Goal Measure 5 - Comparative Measure) goals. We attribute these successes primarily to a return to our core instructional program in Fall 2022 and a significant reduction in COVID-related disruptions; additionally, we added and/or bolstered programming for struggling scholars, including a Critical Reading course and data-driven tutoring groups.

At the same time, the impact of the Covid-19 pandemic did not dissipate entirely. For a small number of our most struggling scholars who had not successfully graduated in four years, the impact of interrupted learning from the pandemic set them further behind and contributed to our falling short of the 95% five-year cohort goal.

Please see additional context below regarding our Regents pass rates.

### ADDITIONAL CONTEXT AND EVIDENCE

Regarding Graduation Goal Measure 2 (Leading Indicator): Although only 58% of students in the second year high school Total Graduation Cohort scored at or above proficient on at least three different NYS Regents exams required for graduation, this statistic is based on a 65% pass rate that is not applicable for the 2021 Cohort. In the 2022-23 school year, students earned Regents credit if they passed with a 50% or higher and earned a waiver by passing the relevant Regents exam course. Consequently, the actual percent of students in the second year high school Total Graduation Cohort who scored at or above proficient on at least three different NYS Regents exams is higher than reported.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Graduation Goal Measure 2 - 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.

Our June 2023 Regents scores indicate that we are making significant progress toward recovery toward and, in some cases, already exceeding pre-pandemic achievement with our high school scholars. A selection of those scores is included below:

Regents Exam	June 2019 Pass with 65	June 2022		June 2023	
		Pass with 50	Pass with 65	Pass with 50	Pass with 65
Algebra I	72%	77%	54%	89.6%	66.7%
English	70%	80%	62%	87.8%	76.7%
Living Environment	67%	79%	57%	85.4%	65.6%
US History	75%	N/A	N/A	95.7%	85.5%

### ACTION PLAN

- **Prioritize curriculum literacy:** CIP's academic priorities this year focus heavily on increasing teachers' ability to effectively use our core curriculum and supporting stronger adherence to core curriculum, particularly at the high school, where only 29% of teachers reported on TNTP's Insight survey in Spring 2023 that they "mostly use the adopted curriculum, rather than materials [they] found or created." To this end, we are engaging in formal curriculum adoption for high school math, and informally working to increase the quality and coherence of materials in ELA and science, particularly the transition from Living Environment to Biology and Earth Science to Earth and Space Science.
- **Increase targeted intervention for struggling readers:** Our internal analysis of Regents and NWEA MAP Growth Reading data found that reading skills are positively correlated with performance on all of the seven Regents exam taken by 9th-10th graders, and have a particularly strong correlation with Living Environment, Earth Science, and Global History exams. In FY24, we are reinvesting in our Critical Reading course; introducing Lexia PowerUp, an adaptive reading intervention, for 50 scholars at our high school and 225 scholars at our middle school; and planning for a comprehensive 6-12 reading intervention strategy for FY25.
- **Improve the quality of Regents-style practice assessments:** This year, ninth and tenth grade scholars will take the MAP Growth Subject Tests in Algebra or Geometry, which will give us additional externally validated data about their predicted performance on the Regents exams in these subjects. We are also introducing a small pilot of Illuminate DnA, which includes Regents-aligned item banks with comprehensive data analysis that will better inform how we prepare scholars for the Regents.

## GOAL 2: COLLEGE PREPARATION

### College Team Vision

Coney Island Prep's College Team ensures that every scholar has the necessary preparation to access the college of their choice and the resources persist through college. The team organizes its equity work around three pillars

#### **Preparation, Access, and Persistence.**

- We define '**Preparation**' as: activities outside of our K-12 academic and character curriculum that meaningfully impacts a scholar's educational trajectory by increasing the likelihood that a scholar is academically prepared to succeed in post-secondary education. Most notably, we include diversity equity and inclusion support, academic counseling, writing coaching, college research, and SAT/ ACT preparation in our Preparation work.
- We define '**Access**' as: activities that meaningfully impact a scholar's educational trajectory by ensuring that a scholar has the same or similar access to experiences, individuals, or resources that are likely predictors of college success, including those experiences, individuals, or resources that are commonly associated with students from upper-income backgrounds. Our access work includes, college counseling, financial aid and family counseling, college visits and trips, pre-college academic programs, study abroad opportunities, career exploration, community service, extra-curricular opportunities, and scholarships.
- We define '**Persistence**' as: activities that support a scholar's ability to independently pursue academic excellence, social emotional learning, character and leadership development through college, in ways that put scholars on a path to graduate from a four-year institution within 6 years of high school graduation. These include scholarships, school transfers where appropriate, and membership in a supportive cohort, support navigating higher education and career spaces as students of color or from low-income backgrounds, and career access.

#### **Preparation**

- SAT continues to be an important gatekeeper for our kids.
- We need to invest in training our counselors to be better at delivering high-quality SAT prep.
- SAT preparation principles need to be infused throughout our academic teams.

#### **Access**

- Quality of counseling matters - we will also invest in the professional development of our counselors.
- We need to train our college counselors to know, understand target schools.
- We know there are some schools that are better for our first-gen, low-income population (including some privates). We should strategically partner with schools that are strong for our scholars
- We want to target schools with high minority graduation rates.
- School partnerships



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Counseling families on best fits schools is DEI work. We should ensure research guides the conversation -- not money/ financial aid.

### Persistence

- We will design and implement a cohort-based approach to support/target our struggling scholars.
- We need to research and learn from best-in-class support systems, especially those that are in place on campuses where our kids thrive.
- We need to create deeper partnerships with schools where our scholars thrive, and relationships with key stakeholders on those campuses.

At our high school this year, we offered one dual enrollment course per semester through Ed Equity Labs and Arizona State University. All students listed in the table below participated in and passed both semesters, earning transferable college credit.

### College Preparation Goal Measure 1 - Absolute

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.

### Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

<sup>4</sup> Schools use any method listed above, 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Pass an AP exam with a 3 or higher	41	17	25%
Achieving the college and career readiness benchmark on the SAT ( $\geq 480$ for Evidence-Based Reading and Writing)	67	38	57%
Achieving the college and career readiness benchmark on the SAT ( $\geq 530$ for Math)	67	19	28%
Earning a Regents diploma with advanced designation	67	39	58%
Passing a college level course offered at a college or university or through a school partnership	14	14	21%
Overall	67	39	58%

### College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### College Preparation Goal Measure 4 - Absolute

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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Matriculation Rate of Graduates by Year<sup>5</sup>

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	66	66	100%
2018	2021-22	69	63	98%
2019	2022-23	67	67	100%

### SUMMARY OF THE COLLEGE PREPARATION GOAL

In School Year 2022-23, CIP met one of the two measures of the College Preparation goal. A significant bright spot is our matriculation rate of graduating seniors; in Spring 2023, 100% of our graduates matriculated into a two- or four- postsecondary institution the year after graduation. We are not yet meeting our goal of having 75% of graduating students meet one or more college readiness indicators; this year, 58% of CIP's graduating seniors demonstrated preparation for college according to this benchmark.

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.	No (58%)
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.	Not applicable
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Not applicable
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Yes (100%)

### EVALUATION OF THE COLLEGE PREPARATION GOAL

Coney Island Prep maintains a laser-focus on ensuring that all of our graduating seniors matriculate to a college or university; we are proud to have exceeded this goal, and will continue to use 100% college

<sup>5</sup> Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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

matriculation as our postsecondary north star. This commitment is bolstered by Coney Island Prep's Pride Promise, a privately-funded matching scholarship available to every graduate, intended to significantly reduce or, in some cases, eliminate a family's financial burden for their child's college education.

This year, we fell short of our college readiness benchmark goal by 17%, which also represented a year-over-year decrease from our 2021-22 performance, where 91% of scholars attempting an Advanced Regents Diploma achieved the distinction.

Data was collected by our college access and alumni teams through ongoing communication with graduating scholars and alumni, as well as from the National Student Clearinghouse.

### ADDITIONAL CONTEXT AND EVIDENCE

In SY21-22, 91% of Coney Island Prep scholars met college-ready benchmarks, largely through attainment of a Regents Diploma; this year, we saw a significant decline in the number of scholars attaining the Regents Diploma, which affected our overall performance. While we largely attribute this to the fact that our current accountability cohort had all but its final year of high school significantly affected by the COVID-19 pandemic and experienced significant missed learning, we know that we have numerous opportunities to rebound in the upcoming academic year. In SY22-23, we did see significant increases in Regents pass rates over SY21-22, even when considering the Regents waiver; a sample of results are below:

Course	June 2023 Actual (Pass w/ 50 Waiver - % Sitting)	June 2022 Actual (Pass w/ 50 Waiver - % Sitting)
ELA	87.78%	80%
Algebra I	89.58%	77%
Geometry	67.03%	47%
Algebra II	89.58%	61%
Earth Science	79.07%	53%
Living Environment	85.42%	79%

Additionally, with our renewed emphasis on NWEA MAP as a measure of our current growth and performance and predictor of future performance, we see promise in several additional areas for future cohorts:

- **MATH:** 9th grade scholars demonstrated median growth in the 60th national percentile in math, as measured by Fall-Spring NWEA MAP growth, with 29% of scholars demonstrating growth in the national top quintile. Black scholars exceeded their peers' growth in this cohort, growing at the 63rd national percentile.

- **READING:** 9th grade scholars demonstrated median achievement at the 55th national percentile in reading in Spring 2023, with 48% of scholars achieving in the top two national quintiles. In this cohort, both Black and Hispanic/Latinx scholars outgrew their white and Asian peers, with both achieving growth at or above the national 50th percentile.
- **SAT COLLEGE READINESS BENCHMARK:** In Fall 2023, 18.3% of ninth graders were on-track to meet SAT college-readiness benchmarks were they to take the SAT in Spring 2024, and 47.4% of ninth graders were on-track to meet benchmarks for SAT Reading. These are extremely promising numbers, given that this cohort of ninth graders still has 2+ years before they will take the SAT.

### ACTION PLAN

1. **Increasing attention to quantitative goals, progress monitoring, and data-driven instruction.** In FY23, we created and widely communicated specific goals for Regents pass rates by exam, Advanced Regents Diploma attainment, and SAT performance. Although these goals are not new, what is new is the establishment of Key Performance Indicators (KPIs) that the high school and network teams are monitoring closely to determine on-track/off-track progress and intervene accordingly. Additionally, with the increased attention to NWEA MAP and, in Winter 2023, the option to have 9th and 10th grade scholars take the Algebra and Geometry MAP subject tests, we are able to ensure that we have better data with which to program scholars for tutoring and intervention, and better insights as to which scholars are on-track to meet SAT college-readiness benchmarks and pass Regents exams.
2. **Improving our ability to offer high-quality intervention to struggling scholars.** In SY21-22, CIP introduced a Critical Reading intervention course for struggling 9th graders, as well as an additional composition course for all 9th and 10th grade students. While we have seen improvement, we are focused this year on further grounding our decisions around reading intervention in data, and have introduced pilots for Lexia PowerUp and Lexia English, interventions for struggling readers and beginner/emerging multilingual learners. Currently, our Director of 6-12 Humanities is working on a proposal to expand secondary literacy intervention, including the possible adoption of a research-based program like Read 180 or SIPPS to supplement the current Critical Reading curriculum.
3. **Laying groundwork for more opportunities for scholars to excel.** Although we currently have numerous AP courses and two dual enrollment partnerships, we need to (1) review our course sequences to ensure that all students who want to take advantage of advanced coursework are able to, and (2) that teachers are fully prepared to support scholars in these courses. In SY22-23, we are beginning to deepen collaboration between the Academics, Postsecondary, and high school College teams, in preparation for expanding advanced coursework, particularly in STEM, for the 2024-25 school year.

## GOAL 3: ENGLISH LANGUAGE ARTS

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

<b>ELA 3<sup>rd</sup> – 5<sup>th</sup> Grade</b>	53-61%+ Proficiency Represents a ~20 point growth for each cohort from last year's scores Fewer than 10% "Level 1" score
<b>ELA 6<sup>th</sup> – 8<sup>th</sup> Grade</b>	50 – 60% proficiency Represents a 9-20 point growth for each cohort from last year's scores Fewer than 10% "Level 1" score

### BACKGROUND

Our core instructional program for ELA incorporates standards-based reading and writing, foundational skills (K-5), and personalized literacy intervention, as necessary. An overview of our adopted ELA curriculum is below:

Curriculum	Type	Grades	Focus	Daily Min.
Wit and Wisdom	Core	K-8	Standards-aligned reading, writing, and language	75-90
Reading Mastery	Core	K-2	Foundational reading skills/systematic phonics	40
Geodes	Supplemental	K-2	Wit and Wisdom-aligned decodable texts	20
Amplify Boost Reading	Supplemental	K-5	Independent, adaptive reading and skills practice	15-20
mCLASS Intervention	Intervention	K-5	Intervention aligned to mCLASS/DIBELS	30
EngageNY ELA	Core	9-12	Standards-aligned reading, writing, and language	45
Springboard	Core	11-12	AP Lang/Lit reading, writing, and language	45
Quill	Supplemental	6-12	Independent grammar practice	10

All scholars at Coney Island Prep participate in both nationally normed interim assessments (NWEA MAP Growth for 2-10, mCLASS DIBELS for K-5) and curriculum-provided internal assessments. Key assessments are listed below:

Assessment	Grades	Focus
NWEA MAP Growth	2-10	Nationally normed assessment of reading skill and growth
mCLASS/DIBELS	K-5	Foundational reading and phonics skills, comprehension
Curriculum assessments	K-12	Curriculum-provided formative and summative assessments

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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:

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 curricula and systems. The purpose of these sessions is to build an understanding of the overall structure of the curricula (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.

## ELEMENTARY AND MIDDLE ELA

### ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	91	0	6	4	0	0	1	98
4	90	0	2	2	0	0	2	94
5	93	0	1	1	0	0	1	95
6	107	0	4	1	0	0	1	112
7	108	1	2	3	0	0	1	112
8	83	2	3	4	0	0	0	88
All	572	3	18	15	0	0	6	599

Performance on 2022-23 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>6</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	91	45	49%	55	28	51%
4	90	45	50%	81	42	52%
5	93	38	41%	83	35	42%
6	107	41	38%	72	27	38%
7	108	54	50%	90	42	47%
8	83	45	54%	70	38	54%
All	572	268	47%	451	212	47%

### ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

<sup>6</sup> Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>7</sup>

2022-23 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	51%	55	Not released	Not released
4	52%	81	Not released	Not released
5	42%	83	Not released	Not released
6	38%	72	Not released	Not released
7	47%	90	Not released	Not released
8	54%	70	Not released	Not released
All	47%	451	Not released	Not released

### ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

<sup>7</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>8</sup>

### 2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3 & 4 <sup>9</sup>		Effect Size
		Actual	Predicted	
3	92.5%	41.1%	31.5%	.52
4	83.9%	33%	30%	.17
5	88.6%	25%	24.7%	.02
6	87%	51.5%	45.9%	.33
7	84.9%	51.2%	38.2%	.78
8	78.6%	51.4%	43.3%	.43
All	86.2%	42%	35.6%	.37

### ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

### ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP.

<sup>8</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

<sup>9</sup> Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2022-23 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 <sup>rd</sup> through 8 <sup>th</sup> 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	483	40	No
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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	399	28	No
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>10</sup>	37	141	37	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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. <sup>11</sup>	2+ students	75%	468	19%	No

### SUMMARY OF THE ELA GOAL

We met one of our two comparative measures; the data for the other comparative measure was not available for analysis. We did not meet our proficiency goal for the NYS state test. The additional measures were not applicable.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No (47%)
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Not applicable
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English	Unknown (Data not released)

<sup>10</sup> 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

<sup>11</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes (0.4)
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Not applicable

### EVALUATION OF ELA GOAL

On both NWEA MAP and the NYS ELA test, we made growth in 2022-23, particularly with regard to students with disabilities, and yet are still falling short of our ambitious goals. At the same time, we are proud that our growth in ELA (5% overall) exceeded that of many of our NYC charter peers, and that we increased our median growth percentile from SY21-22 to SY22-23, as well as decreasing the percentage of scholars in the bottom achievement quintile in reading.

We also hope to learn from several bright spots across our campuses:

- 3rd grade (CIPUES) moved 9% of scholars out of the bottom achievement quintile
- 6th grade (CIPMS) exceeded, as a grade, the amount of growth projected by NWEA
- 7th grade (CIPMS) experienced median growth in the 62nd percentile

### ADDITIONAL CONTEXT AND EVIDENCE

There is no additional context for this measure.

### ELA ACTION PLAN

While our core curriculum for ELA is strong, we have room for growth in (1) building program coherence, (2) improving teacher practice and content knowledge, and (3) prioritizing NWEA MAP Growth in a way that allows us to more effectively respond to data. In FY24, our academic priorities focus on improving our performance in those three key areas, including adopting a new K-2 literacy curriculum and using Springboard across all ELA courses in grades 11-12 to increase program coherence and reduce complexity. Additionally, we have set specific goals for FY24 around scholars in the bottom quintile and are adding new reading supports for both teachers and scholars to be able to better support our most struggling readers.

As a network, we are introducing additional test prep opportunities for scholars in 5th and 8th grades to prepare for the content of the assessment and for the implementation of computer-based testing for the first time in Spring 2024.

## HIGH SCHOOL ELA

### High School ELA Measure 1 - Absolute

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.

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.<sup>12</sup>

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>13</sup>

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)
2017	2020-21	75	5	55	79%
2018	2021-22	72	68	0	Not applicable (all exempt)
2019	2022-23	74	67	0	0%

### High School ELA Measure 2 - 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.

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.

<sup>12</sup> Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

<sup>13</sup> Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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)
2017	2020-21	75	5	68	97%
2018	2021-22	72	68	0	Not applicable (all exempt)
2019	2022-23	74	67	2	29%

#### High School ELA Measure 3 - 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's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

#### High School ELA Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

#### High School ELA Measure 5 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

#### High School ELA Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

#### High School ELA Measure 7 - Growth

Coney Island Prep Charter School 2022-23 Accountability Plan Progress Report

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

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.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2017	2020-21	32	4	16	57%
2018	2021-22	25	22	0	Not applicable (all exempt)
2019	2022-23	34	28	0	0%

### High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

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.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2017	2020-21	32	4	27	96%
2018	2021-22	25	22	0	Not applicable (all exempt)
2019	2022-23	34	28	2	33%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In School Year 2022-23, we did not meet our HS English Language Arts goals. Please see below in additional context for information about the makeup and size of our accountability cohort.

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.	No (0%)
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.	No (29%)
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.	Not applicable
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.	Not applicable
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.	Not applicable
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.	Not applicable
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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.	No (0%)
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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 English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No (33%)



### EVALUATION OF HIGH SCHOOL ELA GOAL

Last year, we launched a plan to begin addressing unfinished learning at our school, including introducing an acceleration block that would allow teachers to reinforce grade-level content and spiral in standards and content from previous years, particularly remote learning. We also hired Tutored by Teachers, an external organization, to provide Tier 2 support for struggling students. Although these interventions led to some success, we have more work to do to ensure that our most struggling students are experiencing success.

### ADDITIONAL CONTEXT AND EVIDENCE

Regarding High School ELA Measure 1 (Absolute): Although 0% of non-exempt students in the 2019 Accountability cohort met or exceeded Regents English Common Core expectations, this statistic is based on a small sample since only 5 out of 7 non-exempt students took this exam. **The majority of students in the 2019 Cohort were exempt (91%).**

Regarding High School ELA Measure 7 (Growth): Although 0% of non-exempt students in the 2019 Accountability cohort who did not score proficient on their NYS 8th grade ELA exam scored at Performance Level 4 on the Regents English exam, this statistic is based on a small sample since only 4 out of 6 non-exempt students took this exam. **The majority of students in the 2019 Cohort who were not proficient on their NYS 8th grade ELA exam were exempt (82%).**

Regarding High School ELA Measure 8 (Growth): Although 33% of non-exempt students in the 2019 Accountability cohort who did not score proficient on their NYS 8th grade ELA exam scored at Performance Level 3 on the Regents English exam, this statistic is based on a small sample since only 4 out of 6 non-exempt students took this exam. The majority of students in the 2019 Cohort who were not proficient on their NYS 8th grade ELA exam were exempt (82%). When calculated based on only the non-exempt students who did take the exam (4 students), the percentage of students who scored at Performance Level 3 increases from 33% to 50%.

### ACTION PLAN

1. **Increasing attention to quantitative goals, progress monitoring, and data-driven instruction.** In FY23, we created and widely communicated specific goals for Regents pass rates by exam, Advanced Regents Diploma attainment, and SAT performance. Although these goals are not new, what is new is the establishment of Key Performance Indicators (KPIs) that the high school and network teams are monitoring closely to determine on-track/off-track progress and intervene accordingly. Additionally, with the increased attention to NWEA MAP, we are able to ensure that we have better data with which to program scholars for tutoring and intervention, and better insights as to which scholars are on-track to meet SAT college-readiness benchmarks and pass Regents exams.
2. **Improving our ability to offer high-quality intervention to struggling scholars.** In SY21-22, CIP introduced a Critical Reading intervention course for struggling 9th graders, as well as an additional composition course for all 9th and 10th grade students. While we have seen

improvement, we are focused this year on further grounding our decisions around reading intervention in data, and have introduced pilots for Lexia PowerUp and Lexia English, interventions for struggling readers and beginner/emerging multilingual learners. Currently, our Director of 6-12 Humanities is working on a proposal to expand secondary literacy intervention, including the possible adoption of a research-based program like Read 180 or SIPPS to supplement the current Critical Reading curriculum.

3. **Laying groundwork for more opportunities for scholars to excel.** Although we currently have numerous AP courses and two dual enrollment partnerships, we need to (1) review our course sequences to ensure that all students who want to take advantage of advanced coursework are able to, and (2) that teachers are fully prepared to support scholars in these courses. In SY22-23, we are beginning to deepen collaboration between the Academics, Postsecondary, and high school College teams, in preparation for expanding advanced coursework, particularly in STEM, for the 2024-25 school year.

## GOAL 4: MATHEMATICS

<b>Math 3<sup>rd</sup> – 5<sup>th</sup> Grade</b>	51 – 53% Proficiency Represents a ~20 point growth for each cohort from last year's scores Fewer than 10% "Level 1" score
<b>Math 6<sup>th</sup> – 8<sup>th</sup> Grade</b>	Represents a ~20 point growth for each cohort from last year's scores Fewer than 10% "Level 1" score

### BACKGROUND

We implement several different curricula across K-12th grade to ensure all students are receiving rigorous, standards-aligned instruction. Information about the curricula is captured in the table below:

Curriculum	Type	Grades	Focus	Daily Min.
EngageNY	Core	K-5	Standards-aligned mathematics instruction	75-90
Illustrative Math	Core	6-8	Standards-aligned mathematics instruction	90
Zearn	Supplemental	K-8	Digital support aligned to EngageNY	20-45
Agile Mind	Core	9-12	Standards-aligned Algebra, Geometry, Algebra II, Pre-Calculus, and AP Calculus instruction	45-60
Teacher-Created	Core	9-12	<i>Our statistics curriculum is teacher-created</i>	45-60

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

All scholars at Coney Island Prep participate in both nationally normed interim assessments (NWEA MAP Growth for 2-10) and curriculum-provided internal assessments. Key assessments are listed below:

Assessment	Grades	Focus
NWEA MAP Growth	2-10	Nationally normed assessment of reading skill and growth
Curriculum assessments	K-12	Curriculum-provided formative and summative assessments

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 curricula and systems. The purpose of these sessions is to build an understanding of the overall structure of the curricula (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

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	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.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	91	0	6	4	0	0	1	0	98
4	92	0	2	1	0	0	0	0	94
5	92	0	3	2	0	0	0	0	95
6	104	0	8	7	0	0	0	0	112
7	107	1	3	3	0	0	1	0	112
8	84	1	3	3	0	0	0	0	88
All	570	2	25	20	0	0	2	0	599

Performance on 2022-23 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	91	46	51%	55	30	55%
4	92	51	55%	82	44	54%
5	92	41	45%	83	37	45%
6	104	37	36%	71	24	34%
7	107	56	52%	88	47	53%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

8	84	37	44%	70	31	44%
All	570	268	47%	449	213	47%

### Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

### 2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	55%	54	Not released	Not released
4	54%	82	Not released	Not released
5	45%	83	Not released	Not released
6	34%	71	Not released	Not released
7	53%	88	Not released	Not released
8	44%	70	Not released	Not released

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

All	47%	449	Not released	Not released
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### Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

### 2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3 & 4		Effect Size
		Actual	Predicted	
3	92.5%	31.5%	31.4%	.00
4	83.9%	25.3%	28.3%	-.15
5	88.6%	22.1%	21.3%	.05
6	87%	21.6%	23.5%	-.11
7	84.9%	19.3%	21%	-.10
8	78.6%	28.6%	18.1%	.54
All	86.2%	24.6%	24.2%	.02

### Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup>– 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP.

2022-23 NWEA MAP Math Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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	490	54	Yes
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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	407	43	No
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>14</sup>	48	142	48	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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. <sup>15</sup>	2+ students	75%	468	18%	No

### SUMMARY OF THE MATHEMATICS GOAL

We did not meet on two of the five math measures; the other three measures were either not applicable, or we did not have the data available to measure our outcome.

<sup>14</sup> 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

<sup>15</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No (47%)
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Not applicable
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Unknown (Data not released)
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No (.02)
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Not applicable

### EVALUATION OF THE MATHEMATICS GOAL

Although we did not meet our goal of 75% proficiency, nearly doubled the total percentage of CIP scholars proficient from 2022 to 2023, increasing from 25% proficiency to 47% proficiency. Additionally:

- CIP experienced greater than average growth in 4th grade (30% improvement), 7th grade (33% improvement), and 5th grade (23% improvement).
- CIP experienced greater than average growth on 3-8 math test performance when compared to ten other NYC charter networks

We attribute this growth primarily to 1) our use of Zearn as a supplemental curriculum to drive math growth and reduce/eliminate learning gaps; 2) our emphasis on a data-driven approach to test prep, which prioritizes spiraling math skills that scholars did not fully master and incorporating multiple at-bats; and 3) outsized growth on our 7th grade team, which experienced median growth at the 87th national percentile, according to NWEA MAP Growth.

### ADDITIONAL CONTEXT AND EVIDENCE

From Fall 2022-Spring 2023, the median CIP scholar grew at the national 60th percentile, according to NWEA MAP Growth. Although we saw significant growth both on MAP and on our state test performance, our MAP Growth prediction for proficiency was significantly lower than our actual performance for the first time in recent years, which gave us critical insight into how we use MAP to plan for intervention and test prep. This year, we added an additional winter administration of MAP, and were advised by NWEA that this will be the most accurate predictor of state test performance.



## MATHEMATICS ACTION PLAN

In FY23, we experienced significant math assessment growth, success that we will continue to build on during FY24 and beyond. The most notable adjustment to our program is that we have adopted Eureka Math this year, shifting from the open-source Engage materials to those provided by Great Minds, in order to increase scholar access to digital supports; improve teachers' ability to administer assessments online to produce stronger data insights; and receive professional development and coaching from Great Minds. We are also engaging in a small pilot for Eureka<sup>2</sup>, an update to Eureka Math that offers further enhancements and support materials. Additionally, we are working to ensure that all of our campuses have a schedule that prioritizes math instruction and allows for sufficient time for both Eureka and Zearn. Finally, with our increased emphasis on NWEA MAP and a winter administration of the assessment, we are able to better respond to data and intervene when necessary.

As a network, we are introducing additional test prep opportunities for scholars in 5th and 8th grades to prepare for the content of the assessment and for the implementation of computer-based testing for the first time in Spring 2024.

## HIGH SCHOOL MATHEMATICS

### High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

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

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)
2017	2020-21	75	1	27	36%
2018	2021-22	72	0	25	36%
2019	2022-23	74	4	4	6%

### High School Math Measure 2 - Absolute

Coney Island Prep Charter School 2022-23 Accountability Plan Progress Report

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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 a Regents Exam in mathematics. 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.

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 $(c)/(a-b)$
2017	2020-21	75	1	74	99%
2018	2021-22	72	0	69	83%
2019	2022-23	74	4	21	30%

### High School Math Measure 3 - Absolute

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 Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

The Institute does not require charters to report on this measure for 2022-23

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2017	2020-21	32	0	10	31%
2018	2021-22	36	0	4	11%
2019	2022-23	39	2	0	0%

### High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

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 mathematics requirement for graduation.

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

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Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2017	2020-21	32	0	32	100%
2018	2021-22	36	0	18	50%
2019	2022-23	39	2	5	14%

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In FY23, we did not meet the four measures for which we were accountable; all other measures were not applicable.

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.	No (6%)
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.	No (30%)
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.	Not applicable
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.	Not applicable
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.	Not applicable
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.	Not applicable
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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.	No (0%)

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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.	No (14%)
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### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Our 2019 accountability cohort had three years of interrupted learning as a result of the pandemic; as a result of the way we program for math and when our scholars take the math Regents exams, this resulted in:

- Almost all students were exempt from the Algebra I Regents (June 2020)
- Almost all students were exempt from the Geometry Regents (June 2021)
- Almost all students sat for the Algebra II Regents (June 2022)

Because these scholars only had one opportunity to pass a mathematics Regents while enrolled in the corresponding course, and because this opportunity followed 2+ years of interrupted learning resulting from the COVID-19 pandemic, our results were significantly lower than we would have hoped.

### ADDITIONAL CONTEXT AND EVIDENCE

Please see above for additional context regarding the impact of the COVID-19 pandemic on scholar learning and the size of our accountability cohort.

### ACTION PLAN

1. **Increasing attention to quantitative goals, progress monitoring, and data-driven instruction.** In FY23, we created and widely communicated specific goals for Regents pass rates by exam, Advanced Regents Diploma attainment, and SAT performance. Although these goals are not new, what is new is the establishment of Key Performance Indicators (KPIs) that the high school and network teams are monitoring closely to determine on-track/off-track progress and intervene accordingly. Additionally, with the increased attention to NWEA MAP, we are able to ensure that we have better data with which to program scholars for tutoring and intervention, and better insights as to which scholars are on-track to meet SAT college-readiness benchmarks and pass Regents exams.
2. **Improving our ability to offer high-quality intervention to struggling scholars.** In SY21-22, CIP introduced a Critical Reading intervention course for struggling 9th graders, as well as an additional composition course for all 9th and 10th grade students. **This is significant in math because, in our own internal analysis, we found that a scholar's Lexile (quantitative reading) level had a moderate to strong correlation with their performance on all math Regents exams.** Additionally, as we engage in math curriculum adoption for FY25, we will explore and incorporate further opportunities for math intervention, both Tier 2 and potentially Tier 3, for struggling scholars.

3. **Laying groundwork for more opportunities for scholars to excel.** Although we currently have numerous AP courses and two dual enrollment partnerships, we need to (1) review our course sequences to ensure that all students who want to take advantage of advanced coursework are able to, and (2) that teachers are fully prepared to support scholars in these courses. In SY22-23, we are beginning to deepen collaboration between the Academics, Postsecondary, and high school College teams, in preparation for expanding advanced coursework, particularly in STEM, for the 2024-25 school year.

## GOAL 5: SCIENCE

### BACKGROUND

Curriculum	Type	Grades	Focus	Daily Min.
Amplify Science	Core	K-8	Standards-aligned science curriculum	45
New Visions	Core	9-10	Standards-aligned materials for Living Environment/Earth Science	45-60
Teacher-Created	Core	10-12	<i>Our Physics, Chemistry, and AP Biology curricula are teacher-created</i>	45-60

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 curricula and systems. The purpose of these sessions is to build an understanding of the overall structure of the curricula (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	About once a week, grade teams meet to participate in a Lesson Internalization Meeting to

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Internalization	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.

### ELEMENTARY AND MIDDLE SCIENCE

#### Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 8th grade in Spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam  
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
4	0	Not applicable	Not applicable
8	0	Not applicable	Not applicable
All	0	Not applicable	Not applicable

#### Science Measure 2 - Comparative

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Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

### 2022-23 State Science Exam Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	0	Not applicable	Not applicable	Not released	Not released	Not released
8	0	Not applicable	Not applicable	Not released	Not released	Not released
All	0	Not applicable	Not applicable	Not released	Not released	Not released

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

As a result of a test administration error, all 8th grade science tests were invalidated by NYSED. We did not administer a 4th grade science test in spring 2023.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Not applicable
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Not applicable

### EVALUATION OF THE SCIENCE GOAL

Our results were “not applicable” for both assessments. Please see additional context below.

### ADDITIONAL CONTEXT AND EVIDENCE

In spring 2023, our middle school experienced a significant administration error with the 8th grade science test, resulting in the invalidation of all test scores.



## ACTION PLAN

As a result of our test administration errors in FY23, we are planning to fully train or re-train all elementary and middle school leaders and teachers in appropriate administration procedures. Additionally, we are introducing additional test prep opportunities for scholars in 5th and 8th grades to prepare for the content of the assessment and for the implementation of computer-based testing for the first time in Spring 2024. Finally, in FY24 we began investing in coaching and professional development from Amplify to deepen our leaders' and teachers' content literacy and improve their ability to successfully implement the curriculum.

## HIGH SCHOOL SCIENCE

### High School Science Measure 1 - Absolute

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.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered all four science Regents exams. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science 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)
2017	2020-21	75	2	73	100%
2018	2021-22	73	7	61	92%
2019	2022-23	74	4	11	16%

### High School Science Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

## SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

In FY23, we did not meet the measure for which we were accountable; the other measure was not applicable.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	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.	No (16%)
Comparative	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.	Not applicable

### EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Our 2019 accountability cohort had three years of interrupted learning as a result of the pandemic; as a result of the way we program for science and when our scholars take the science Regents exams, this resulted in:

- Almost all students were exempt from the Living Environment Regents (June 2020)
- Almost all students were exempt from the Earth Science or Chemistry Regents (June 2021)
- Almost all students sat for the Physics or Chemistry Regents (June 2022)

Because these scholars only had one opportunity to pass a science Regents while enrolled in the corresponding course, and because this opportunity followed 2+ years of interrupted learning resulting from the COVID-19 pandemic, our results were significantly lower than we would have hoped.

### ADDITIONAL CONTEXT AND EVIDENCE

Please see above for additional context regarding the impact of the COVID-19 pandemic on scholar learning and the size of our accountability cohort.

### ACTION PLAN

1. **Increasing attention to quantitative goals, progress monitoring, and data-driven instruction.** In FY23, we created and widely communicated specific goals for Regents pass rates by exam, Advanced Regents Diploma attainment, and SAT performance. Although these goals are not new, what is new is the establishment of Key Performance Indicators (KPIs) that the high school and network teams are monitoring closely to determine on-track/off-track progress and intervene accordingly. Additionally, with the increased attention to NWEA MAP, we are able to ensure that we have better data with which to program scholars for tutoring and intervention, and better insights as to which scholars are on-track to meet SAT college-readiness benchmarks and pass Regents exams.
2. **Improving our ability to offer high-quality intervention to struggling scholars.** In SY21-22, CIP introduced a Critical Reading intervention course for struggling 9th graders, as well as an additional composition course for all 9th and 10th grade students. **This is significant in science**

because, in our own internal analysis, we found that a scholar's Lexile (quantitative reading) level had a strong correlation with their performance on all science Regents exams, in some cases stronger than their performance on the ELA Regents. Additionally, as we engage in science curriculum adoption for FY25, we will explore and incorporate further opportunities for science intervention, both Tier 2 and potentially Tier 3, for struggling scholars.

3. **Laying groundwork for more opportunities for scholars to excel.** Although we currently have numerous AP courses and two dual enrollment partnerships, we need to (1) review our course sequences to ensure that all students who want to take advantage of advanced coursework are able to, and (2) that teachers are fully prepared to support scholars in these courses. In SY22-23, we are beginning to deepen collaboration between the Academics, Postsecondary, and high school College teams, in preparation for expanding advanced coursework, particularly in STEM, for the 2024-25 school year.

## GOAL 6: SOCIAL STUDIES

### BACKGROUND

Curriculum	Type	Grade s	Focus	Daily Min.
Lavinia Group Ignite	Core	3-5	Standards-aligned social studies curriculum	45
Success Academy	Core	6-8	Standards-aligned social studies curriculum	90
Teacher-Created	Core	9-12	<i>Our high school history curricula are teacher-created</i>	45-60

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 curricula and systems. The purpose of these sessions is to build an understanding of the overall structure of the curricula (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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	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.

### Social Studies Measure 1 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

### 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)
2017	2020-21	75	73	2	100%
2018	2021-22	73	73	Not applicable (all exempt)	Not applicable (all exempt)
2019	2022-23	74	69	1	20%

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Social Studies Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

### Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2017	2020-21	75	11	64	100%
2018	2021-22	73	72	1	100%
2019	2022-23	74	70	1	25%

### Social Studies Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23.

### SUMMARY OF THE SOCIAL STUDIES GOAL

Only five students in the 2019 accountability cohort were not exempted from the US History Regents requirement as a result of the canceled Regents in June 2022; of the non-exempt scholars, one earned a 65 or higher. Similarly, only four students in the 2019 cohort were not exempted from the Global History requirement as a result of the cancellation of the Regents in June 2021; of the non-exempt scholars, one earned a 65 or higher.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	No (20%)
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Not applicable
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	No (25%)
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Not applicable

### EVALUATION OF THE SOCIAL STUDIES GOAL

Our 2019 accountability cohort had three years of interrupted learning as a result of the pandemic; as a result of the way we program for social studies and when our scholars take the social studies Regents exams, this resulted in:

- Almost all students missed 3+ months of in-person Global History instruction (2020)
- Almost all students were exempt from the Global History Regents (June 2021)
- The US History Regents was canceled (June 2022)

Because these scholars only had one opportunity to pass a mathematics Regents while enrolled in the corresponding course, and because this opportunity followed 2+ years of interrupted learning resulting from the COVID-19 pandemic, our results were significantly lower than we would have hoped.

### ADDITIONAL CONTEXT AND EVIDENCE

Please see above for additional context regarding the impact of the COVID-19 pandemic on scholar learning and the size of our accountability cohort.

### ACTION PLAN

4. **Increasing attention to quantitative goals, progress monitoring, and data-driven instruction.** In FY23, we created and widely communicated specific goals for Regents pass rates by exam, Advanced Regents Diploma attainment, and SAT performance. Although these goals are not new, what is new is the establishment of Key Performance Indicators (KPIs) that the high school and network teams are monitoring closely to determine on-track/off-track progress and intervene

accordingly. Additionally, with the increased attention to NWEA MAP, we are able to ensure that we have better data with which to program scholars for tutoring and intervention, and better insights as to which scholars are on-track to meet SAT college-readiness benchmarks and pass Regents exams.

5. **Improving our ability to offer high-quality intervention to struggling scholars.** In SY21-22, CIP introduced a Critical Reading intervention course for struggling 9th graders, as well as an additional composition course for all 9th and 10th grade students. **This is significant in science because, in our own internal analysis, we found that a scholar's Lexile (quantitative reading) level had a strong correlation with their performance on all history Regents exams, in some cases stronger than their performance on the ELA Regents.**
6. **Laying groundwork for more opportunities for scholars to excel.** Although we currently have numerous AP courses and two dual enrollment partnerships, we need to (1) review our course sequences to ensure that all students who want to take advantage of advanced coursework are able to, and (2) that teachers are fully prepared to support scholars in these courses. In SY22-23, we are beginning to deepen collaboration between the Academics, Postsecondary, and high school College teams, in preparation for expanding advanced coursework for the 2024-25 school year.

## GOAL 7: ESSA

### ESSA Measure 1

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.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various subpopulations 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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Local Support and Improvement (formerly Good Standing)

### ADDITIONAL CONTEXT AND EVIDENCE

**For the past two years, we have been in Good Standing. This year, our accountability status fell to "Local Support and Improvement." While we largely attribute this to the impact of the COVID-19 pandemic and resulting widespread exemptions, specifically with regard to the size and makeup of our high school accountability cohort(s), we know that our school has continued opportunities to grow and rebound from the pandemic.**

Specifically, accelerating student growth and responding to unfinished learning remain our biggest challenges. This includes both moving our most struggling scholars out of the lowest performance categories; continuing to reduce and eliminate disparities in performance by race/ethnicity, special education status, and MLL status; and increasing the number of high school scholars who meet college-readiness benchmarks and are prepared for college.

**At the same time, by the numbers, our school performance improved significantly during the last academic year in almost every key indicator, including 3-8 state test performance in both ELA and math, Regents scores and Regents pass rates, and NWEA MAP achievement and growth.** We believe strongly that these are leading indicators of future performance and growth at Coney Island Prep, and are a testament to the fact that the changes we have made since returning to in-person learning are beginning to bear fruit.



**Both New York State performance and growth on math and ELA and NWEA MAP from spring 2023 and fall 2023 tell the same story: a school at this urgently and successfully addressing lost instructional time by accelerating growth out of the pandemic.** For our 7th grade cohort for example, scholars saw a whopping 33% growth in proficiency in math from their spring 2022 scores as 6th graders. We also reduced by half the number of students who were in the lowest proficiency. NWEA MAP confirms these results: those scholars are nationally in the 76th percentile for growth, with nearly half those students in the highest growth quintile.

**This is not just one grade's performance. Overall our scholars are in the 65 percentile for growth nationally. We strongly believe that our results are evidence of a school that not only remains in good standing, but one that is accelerating progress for students out of the pandemic.** While we still have much improvement to make, many of our unmet goals reflect data discrepancies between which students are considered in evaluation of the metric. We respectfully request consideration as a school that continues to demonstrate good standing in its contributions to student achievement.

# **Coney Island Preparatory Public Charter School**

Financial Statements and  
Uniform Guidance Schedules  
Together With Independent Auditors' Reports

June 30, 2023 and 2022

# **Coney Island Preparatory Public Charter School**

## **Financial Statements and Uniform Guidance Schedules Together With Independent Auditors' Reports**

June 30, 2023 and 2022

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## **Independent Auditors' Report**

**Board of Trustees**  
**Coney Island Preparatory Public Charter School**

### **Report on the Audit of the Financial Statements**

#### ***Opinion***

We have audited the accompanying financial statements of Coney Island Preparatory Public Charter School (a nonprofit organization), which comprise the statements of financial position as of June 30, 2023 and 2022, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Coney Island Preparatory Public Charter School as of June 30, 2023 and 2022, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

#### ***Basis for Opinion***

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Coney Island Preparatory Public Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### ***Change in Accounting Policy***

As discussed in Note 2 to the financial statements, Coney Island Preparatory Public Charter School adopted Financial Accounting Standards Board ("FASB") Topic 842, *Leases*, which resulted in the recognition of a right of use asset and related lease liability effective July 1, 2022. Our opinion is not modified with respect to that matter.

#### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Coney Island Preparatory Public Charter School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

***Auditors' Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Coney Island Preparatory Public Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Coney Island Preparatory Public Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

### **Report on Supplementary Information**

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

### **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 11, 2023, on our consideration of Coney Island Preparatory Public Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Coney Island Preparatory Public Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Coney Island Preparatory Public Charter School's internal control over financial reporting and compliance.



Harrison, New York  
October 11, 2023

# Coney Island Preparatory Public Charter School

## Statements of Financial Position

	June 30,	
	2023	2022
<b>ASSETS</b>		
Current Assets		
Cash	\$ 3,138,926	\$ 10,534,734
Certificates of deposit	5,151,166	-
Grants and contracts receivable	4,285,049	2,304,816
Due from related party	940,036	626
Prepaid expenses and other current assets	187,314	200,299
Total Current Assets	13,702,491	13,040,475
Property and equipment, net	3,167,372	3,625,279
Right of use assets - operating lease, net	22,605,570	-
Restricted cash	75,141	75,242
Security deposits	147,729	147,729
	<u>\$ 39,698,303</u>	<u>\$ 16,888,725</u>
<b>LIABILITIES AND NET ASSETS</b>		
Current Liabilities		
Accounts payable and accrued expenses	\$ 863,630	\$ 1,203,118
Accrued payroll and payroll taxes	1,057,143	834,844
Operating lease liability	2,016,956	-
Refundable advance	52,419	76,267
Total Current Liabilities	3,990,148	2,114,229
Operating lease liability, less current portion	21,049,704	-
Deferred rent	-	197,276
Total Liabilities	25,039,852	2,311,505
Net assets, without donor restrictions	14,658,451	14,577,220
	<u>\$ 39,698,303</u>	<u>\$ 16,888,725</u>

See notes to financial statements

# Coney Island Preparatory Public Charter School

## Statements of Activities

	Year Ended June 30,	
	2023	2022
<b>OPERATING REVENUE</b>		
State and Local Per Pupil Operating Revenue		
General education	\$ 21,625,339	\$ 19,089,844
Special education	3,620,246	3,057,203
Facilities	2,697,138	1,734,305
Federal grants	3,189,151	2,622,131
Federal E-rate and IDEA	593,685	362,458
State grants	90,170	86,815
Total Operating Revenue	<u>31,815,729</u>	<u>26,952,756</u>
<b>EXPENSES</b>		
Program Services		
Regular education	22,943,885	19,704,779
Special education	<u>5,471,572</u>	<u>4,565,216</u>
Total Program Services	28,415,457	24,269,995
Supporting Services		
Management and general	4,344,343	3,647,627
Fundraising	<u>24,441</u>	<u>21,142</u>
Total Expenses	<u>32,784,241</u>	<u>27,938,764</u>
 (Deficit) from Operations	 <u>(968,512)</u>	 <u>(986,008)</u>
<b>SUPPORT AND OTHER REVENUE</b>		
Gain on forgiveness of Paycheck		
Protection Program loan	-	2,555,000
Grants and contributions	596,901	389,642
Donated services	199,625	146,625
Interest income	<u>253,217</u>	<u>85,820</u>
Total Support and Other Revenue	<u>1,049,743</u>	<u>3,177,087</u>
 Change in Net Assets	 81,231	 2,191,079
<b>NET ASSETS, WITHOUT DONOR RESTRICTIONS</b>		
Beginning of year	<u>14,577,220</u>	<u>12,386,141</u>
 End of year	 <u>\$ 14,658,451</u>	 <u>\$ 14,577,220</u>

See notes to financial statements



**Coney Island Preparatory Public Charter School**

Statement of Functional Expenses  
Year Ended June 30, 2023

	No. of Positions	Program Services			Supporting Services		Total
		Regular Education	Special Education	Total	Management and General	Fundraising	
Personnel Services Costs							
Administrative staff personnel	68	\$ 2,231,016	\$ 803,227	\$ 3,034,243	\$2,764,053	\$ 17,556	\$ 5,815,852
Instructional personnel	163	10,922,173	2,333,496	13,255,669	-	-	13,255,669
Total Personnel Services Costs	<u>231</u>	<u>13,153,189</u>	<u>3,136,723</u>	<u>16,289,912</u>	<u>2,764,053</u>	<u>17,556</u>	<u>19,071,521</u>
Fringe benefits and payroll taxes		2,750,769	655,993	3,406,762	530,930	3,372	3,941,064
Retirement		315,554	75,252	390,806	66,312	421	457,539
Legal service		172,309	41,092	213,401	36,210	230	249,841
Accounting / audit services		57,561	13,727	71,288	12,096	77	83,461
Other purchased services		468,474	111,720	580,194	61,150	388	641,732
Building / facility costs		1,871,372	446,278	2,317,650	393,256	69	2,710,975
Repairs and maintenance		298,959	71,295	370,254	62,824	-	433,078
Insurance		179,396	42,782	222,178	37,699	239	260,116
Utilities		7,773	1,854	9,627	1,633	-	11,260
Supplies / materials		409,747	97,715	507,462	2,069	13	509,544
Equipment / furnishings		50,341	12,005	62,346	-	-	62,346
Staff development		405,058	96,597	501,655	37,269	190	539,114
Marketing / recruitment		123,626	29,482	153,108	25,979	-	179,087
Technology		378,018	90,148	468,166	79,438	428	548,032
Food service		353,294	84,252	437,546	-	-	437,546
Student services		855,787	204,085	1,059,872	3,812	-	1,063,684
Office expense		101,043	24,096	125,139	21,233	135	146,507
Depreciation and amortization		990,769	236,275	1,227,044	208,203	1,322	1,436,569
Other		<u>846</u>	<u>201</u>	<u>1,047</u>	<u>177</u>	<u>1</u>	<u>1,225</u>
Total Expenses		<u>\$22,943,885</u>	<u>\$ 5,471,572</u>	<u>\$ 28,415,457</u>	<u>\$ 4,344,343</u>	<u>\$ 24,441</u>	<u>\$ 32,784,241</u>

See notes to financial statements

**Coney Island Preparatory Public Charter School**

Statement of Functional Expenses  
Year Ended June 30, 2022

	No. of Positions	Program Services			Supporting Services		Total
		Regular Education	Special Education	Total	Management and General	Fundraising	
Personnel Services Costs							
Administrative staff personnel	69	\$ 2,025,414	\$ 343,319	\$ 2,368,733	\$2,222,805	\$ 12,883	\$ 4,604,421
Instructional personnel	129	8,616,150	2,122,125	10,738,275	-	-	10,738,275
Total Personnel Services Costs	<u>198</u>	<u>10,641,564</u>	<u>2,465,444</u>	<u>13,107,008</u>	<u>2,222,805</u>	<u>12,883</u>	<u>15,342,696</u>
Fringe benefits and payroll taxes		2,579,582	597,639	3,177,221	481,557	2,791	3,661,569
Retirement		299,015	69,276	368,291	62,458	362	431,111
Legal service		115,495	26,758	142,253	24,125	141	166,519
Accounting / audit services		52,438	12,149	64,587	10,953	63	75,603
Other purchased services		337,338	78,155	415,493	32,333	187	448,013
Building / facility costs		1,695,563	392,829	2,088,392	354,169	2,053	2,444,614
Repairs and maintenance		53,811	12,467	66,278	11,240	65	77,583
Insurance		149,197	34,566	183,763	31,164	181	215,108
Utilities		8,701	2,016	10,717	1,817	11	12,545
Supplies / materials		567,887	131,568	699,455	16,725	97	716,277
Equipment / furnishings		42,551	9,858	52,409	-	-	52,409
Staff development		472,990	109,583	582,573	44,912	260	627,745
Marketing / recruitment		363,150	84,135	447,285	75,855	440	523,580
Technology		256,474	59,420	315,894	53,572	311	369,777
Food service		330,028	76,461	406,489	-	-	406,489
Student services		678,434	157,180	835,614	2,414	14	838,042
Office expense		95,536	22,134	117,670	19,956	115	137,741
Depreciation and amortization		954,390	221,114	1,175,504	199,352	1,155	1,376,011
Other		<u>10,635</u>	<u>2,464</u>	<u>13,099</u>	<u>2,220</u>	<u>13</u>	<u>15,332</u>
Total Expenses		<u>\$ 19,704,779</u>	<u>\$ 4,565,216</u>	<u>\$ 24,269,995</u>	<u>\$ 3,647,627</u>	<u>\$ 21,142</u>	<u>\$ 27,938,764</u>

See notes to financial statements

# Coney Island Preparatory Public Charter School

## Statements of Cash Flows

	Year Ended June 30,	
	2023	2022
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Change in net assets	\$ 81,231	\$ 2,191,079
Adjustments to reconcile change in net assets to net cash from operating activities		
Deferred rent	-	197,276
Depreciation and amortization	1,436,569	1,376,011
Amortization of right of use asset - operating lease	2,349,279	-
Gain on forgiveness of Paycheck Protection Program loan	-	(2,555,000)
Changes in operating assets and liabilities		
Grants and contracts receivable	(1,980,233)	(858,969)
Due from related party	(939,410)	(626)
Prepaid expenses and other current assets	12,985	(10,899)
Security deposits	-	(43,489)
Accounts payable and accrued expenses	(339,488)	106,147
Accrued payroll and payroll taxes	222,299	136,698
Operating lease liability	(2,085,465)	-
Refundable advances	(23,848)	76,267
Net Cash from Operating Activities	<u>(1,266,081)</u>	<u>614,495</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchases of property and equipment	(978,662)	(2,998,958)
Purchase of certificates of deposit	(5,000,000)	-
Accrued interest on certificates of deposit	(151,166)	-
Maturity of certificate of deposit	-	9,278,034
Net Cash from Investing Activities	<u>(6,129,828)</u>	<u>6,279,076</u>
 Net Change in Cash and Restricted Cash	 (7,395,909)	 6,893,571
<b>CASH AND RESTRICTED CASH</b>		
Beginning of year	<u>10,609,976</u>	<u>3,716,405</u>
End of year	<u>\$ 3,214,067</u>	<u>\$ 10,609,976</u>
 <b>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</b>		
Cash paid for amounts included in the measurement of lease liabilities	\$ 2,371,507	\$ -

See notes to financial statements

# **Coney Island Preparatory Public Charter School**

## **Notes to Financial Statements June 30, 2023 and 2022**

### **1. Organization and Tax Status**

Coney Island Preparatory Public Charter School (the "School") is a New York State, not-for-profit educational corporation that operates as a charter school in the borough of Brooklyn, New York. On February 12, 2009, the Board of Regents of the University of the State of New York ("Board of Regents") for and on behalf of the State Education Department granted the School a provisional charter valid for a term of five years from the effective date of December 16, 2008 and renewable upon expiration by the Board of Regents. The Board of Regents approved and issued several renewals to the School's charter expiring June 30, 2028. The School's mission is that students will develop the academic skills and character necessary for success in selective colleges and universities, and the career of their choice. Students will learn through a rigorous academic program, with a strong focus on writing, in a supportive and structured school community. Classes commenced in Brooklyn, New York, in August 2009 and the School provided education to approximately 1,226 students in kindergarten through twelfth grade during the 2022-2023 academic year.

During 2017, the School applied to change its authorizer and transfer its charter from The New York City Department of Education to the Charter Schools Institute of the State University of New York ("SUNY"). On October 11, 2017, SUNY approved the transfer of the School's charter effective for the 2017-2018 School year.

The School retains an outside vendor to provide meals for students in which the School receives reimbursement from the New York State Education Department. The New York City Department of Education provides Metrocards to a majority of the School's students and such amounts are not included in these financial statements.

Except for taxes that may be due for unrelated business income, the School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and from state and local income taxes under comparable laws.

### **2. Summary of Significant Accounting Policies**

#### ***Basis of Presentation and Use of Estimates***

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

## **Coney Island Preparatory Public Charter School**

### **Notes to Financial Statements June 30, 2023 and 2022**

#### **2. Summary of Significant Accounting Policies (*continued*)**

##### ***Adoption of New Accounting Policies***

##### ***Leases (Topic 842)***

In February 2016, the Financial Accounting Standard Board issued Accounting Standards Update (“ASU”) No. 2016-02, Leases (Topic 842), which requires schools that lease assets (lessees) to recognize the assets and related liabilities for the rights and obligations created by the leases on the statement of financial position for leases with terms exceeding 12 months. ASU No. 2016-02 defines a lease as a contract or part of a contract that conveys the right to control the use of identified assets for a period of time in exchange for consideration. The lessee in a lease will be required to initially measure the right-of-use asset and the lease liability at the present value of the remaining lease payments, as well as capitalize initial direct costs as part of the right-of-use asset.

The School adopted the requirements of the new standard effective July 1, 2022, using the modified retrospective transition method, which applies the provisions of the standard at the effective date without any adjustment to the comparative periods presented. The School adopted the following practical expedients and elected the following accounting policies related to this standard: Carry forward of historical lease classifications and accounting treatment.

Accordingly, the School will recognize lease payments on a straight-line basis over the lease term and variable payments in the period when the corresponding obligation is incurred. As a result of the adoption of the new lease accounting guidance on July 1, 2022, the School recognized a lease liability of \$25,152,124 that represents the present value of the operating lease payments of \$30,721,097, discounted with a risk-free interest rate using the treasury bond rate for 20 years of 3.88% and 3.35%, 10 years of 3.43% and 2.88%, 5 years of 2.88%, 4 years of 3.37%, 3 years of 3.55% and 2.85%, 2 years of 2.84% and 1 year of 2.79% and a right of use (“ROU”) asset of \$25,152,124. The standard did not materially impact operating results or liquidity.

##### ***Net Asset Presentation***

Resources for various purposes are classified for accounting and reporting purposes into net asset categories established according to nature and purpose as follows:

*Net assets without donor restrictions* - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees.

*Net assets with donor restrictions* – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

## Coney Island Preparatory Public Charter School

### Notes to Financial Statements June 30, 2023 and 2022

#### 2. Summary of Significant Accounting Policies (*continued*)

##### ***Restricted Cash***

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should it occur.

The following table provides a reconciliation of cash and restricted cash reported within the statements of financial position to the amounts presented in the statements of cash flows at June 30:

	2023	2022
Cash	\$ 3,138,926	\$ 10,534,734
Restricted cash	75,141	75,242
	<u>\$ 3,214,067</u>	<u>\$ 10,609,976</u>

##### ***Certificates of Deposit***

At June 30, 2023, the School had \$5,151,166 invested in certificates of deposit held by a bank. The certificates of deposit are reported at cost plus accrued interest and have various terms of maturing through May 22, 2024.

##### ***Property and Equipment***

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of \$2,500 and a useful life in excess of one year. Leasehold improvements are amortized over the shorter of the term of the lease, inclusive of all renewal periods, which are reasonably assured, or the estimated useful life of the asset. Purchased property and equipment are recorded at cost at the date of acquisition. Costs of maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case it is expensed as incurred.

Depreciation and amortization is recognized on the straight-line method over the estimated useful lives of such assets as follows:

Computers and equipment	3 to 5 years
Furniture and fixtures	7 years
Software	3 years

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount of the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2023 and 2022.

## **Coney Island Preparatory Public Charter School**

### **Notes to Financial Statements June 30, 2023 and 2022**

#### **2. Summary of Significant Accounting Policies (*continued*)**

##### ***Leases***

The School accounts for leases under ASU No. 2016-02, Leases. The School determines if an arrangement is a lease at inception. Leases are included in ROU assets and lease liabilities in the statements of financial position. All leases are recorded on the statements of financial position.

Operating lease ROU assets and lease liabilities are recognized at the lease commencement date based on the present value of the lease payments over the lease term. The School has made an accounting policy election to use a risk-free rate, determined using a period comparable with that of the lease term, to discount future lease payments. ROU assets also include adjustments related to lease payments made and lease incentives received at or before the commencement date. At lease commencement, lease liabilities are recognized based on the present value of the remaining lease payments and discounted using the School's risk-free rate. Operating lease cost is recognized on a straight-line basis over the lease term within building and facility costs in the accompanying statements of functional expenses. Lease and non-lease components of lease agreements are accounted for separately. Lease terms may include options to extend or terminate the lease. When it is reasonably certain that the School will exercise that option, such amounts are included in the ROU assets and lease liabilities.

##### ***Refundable Advances***

The School records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

##### ***Revenue and Support***

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as revenue without donor restrictions. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

##### ***Donated Services***

Donated services are recognized as contributions if the services create or enhance nonfinancial assets, require specialized skills, are performed by people with those skills, would otherwise be purchased by the School, and are measurable. The School recognized donated services revenue and a corresponding expense in an amount approximating the estimated fair value at the time of the donation.

## **Coney Island Preparatory Public Charter School**

Notes to Financial Statements  
June 30, 2023 and 2022

### **2. Summary of Significant Accounting Policies (*continued*)**

#### ***Functional Expense Allocation***

The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses such as personnel services costs, fringe benefits and payroll taxes, other professional and consulting services and building and land rent have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other basis as determined by management of the School to be appropriate.

#### ***Marketing and Recruitment***

Marketing and recruitment costs are expensed as incurred. Marketing and recruitment costs for the years ended June 30, 2023 and 2022 amounted to \$179,087 and \$523,580.

#### ***Measure of Operations***

The statements of activities reports all changes in net assets, including changes in net assets from operating and non-operating activities. Operating activities consist of those items attributable to the School's ongoing services. Non-operating activities include revenue and support from gain on forgiveness of Paycheck Protection Program loan, non-governmental sources that include grants and contributions revenue, donated services, interest income and other activities considered to be of a more non-recurring nature.

#### ***Accounting for Uncertainty in Income Taxes***

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2020.

#### ***Subsequent Events Evaluation by Management***

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 11, 2023.

### **3. Grants and Contracts Receivable**

Grants and contracts receivable consist of federal, state, and city entitlements and grants. The School expects to collect these receivables within one year. Management has assessed the need for an allowance for doubtful accounts and has determined that such allowance is not necessary.



## Coney Island Preparatory Public Charter School

### Notes to Financial Statements June 30, 2023 and 2022

#### 4. Related Party Transactions (not disclosed elsewhere)

The School is related to Coney Island Prep Builders, Inc. ("Builders"), a New York State, not-for-profit corporation with common management and board of trustees. Builders supports the School through financial, fundraising, and development efforts.

For the years ended June 30, 2023 and 2022, the School charged Builders \$1,315,095 and \$860,960 for salaries and benefits for shared employees and restricted grants, and \$13,395 and \$34,902 for net operating expenses. Net balance due from Builders at June 30, 2023 and 2022 amounted to \$940,036 and \$626.

On July 13, 2020, the lease with The Roman Catholic Church of Saints Simon and Jude for the high school facility was transferred to Builders. On July 24, 2020, the School entered into a sub-lease agreement with Builders. The term commenced on August 1, 2020 and expired on July 31, 2023 with two 5-year renewal options. (see note 10). On May 10, 2023, the sub-lease agreement with Builders was renewed for 3 years and expires on July 31, 2026.

On June 21, 2021, the School entered into a sub-lease agreement with Builders. The term commenced on July 1, 2021 and was set to expire on June 30, 2026 with two 5-year renewal options. (see note 10). On May 10, 2023, the sub-lease agreement with Builders was amended and the new lease term commenced on July 1, 2023 and is set to expire on June 30, 2036.

On June 26, 2023, Builders entered into a new lease agreement with 773 Neptune Avenue QOZ LLC for a new high school facility. The facility will be used by the School. The School has plans to move into this facility beginning July 1, 2025.

#### 5. Property and Equipment

Property and equipment, net consists of the following at June 30:

	2023	2022
Computers and equipment	\$ 3,230,108	\$ 2,962,623
Furniture and fixtures	1,602,629	1,341,392
Software	118,115	118,115
Leasehold improvements	6,803,674	6,353,734
	<u>11,754,526</u>	<u>10,775,864</u>
Accumulated depreciation and amortization	<u>(8,587,154)</u>	<u>(7,150,585)</u>
	<u>\$ 3,167,372</u>	<u>\$ 3,625,279</u>

## Coney Island Preparatory Public Charter School

### Notes to Financial Statements June 30, 2023 and 2022

#### 6. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30:

	2023	2022
Cash	\$ 3,138,926	\$ 10,534,734
Certificates of deposit	5,151,166	-
Grants and contracts receivable	4,285,049	2,304,816
Due from related party	940,036	626
	<u>\$ 13,515,177</u>	<u>\$ 12,840,176</u>

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in savings accounts, certificates of deposits, and other liquid instruments until it is required for operational use. The School will continue to rely on funding received from the New York City Department of Education to cover its future operating costs (see Note 9).

#### 7. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 403(b) for the benefit of its eligible employees. Under the plan, the School provided matching contributions up to 5% of annual compensation. The amount charged for matching contributions to this plan amounted to \$443,034 and \$420,078 for the years ended June 30, 2023 and 2022.

#### 8. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash, certificates of deposit, and restricted cash on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. At June 30, 2023 and 2022, approximately \$2,954,000 and \$10,100,000 of cash and restricted cash was maintained with two institutions in excess of FDIC limits.

#### 9. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2023 and 2022, the School received approximately 86% and 80% of its total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

## **Coney Island Preparatory Public Charter School**

### **Notes to Financial Statements June 30, 2023 and 2022**

#### **10. Commitments**

##### ***Elementary School Facility***

The School began sharing space with a New York City public school in July 2014. The School is not responsible for rent, real estate taxes, utilities, custodial services, maintenance, and school safety services other than security related to the School's programs that take place outside the district's school day. The School was unable to determine a value for the contributed space and related services and did not record any value for use of donated facilities or services.

##### ***Middle School Facility***

The School began sharing space with a New York City public school in July 2011. The School is not responsible for rent, real estate taxes, utilities, custodial services, maintenance, and school safety services other than security related to the School's programs that take place outside the district's school day. The School was unable to determine a value for the contributed space and related services and did not record any value for use of donated facilities or services.

##### ***High School Facility***

On November 19, 2012, the School entered into a lease agreement with The Roman Catholic Church of Saints Simon and Jude for the rental of space of a building located in Brooklyn, New York. The lease term commenced on April 1, 2013 and was set to expire on July 31, 2023. On July 13, 2020, this lease was transferred to Builders, a related party.

On July 24, 2020, the School entered into a sub-lease agreement with Builders, a related party for the space located at 294 Avenue T Brooklyn, New York. The lease term commenced on August 1, 2020 and expired on July 31, 2023 with two 5-year renewal options. On May 10, 2023, the sub-lease agreement with Builders was renewed for 3 years and expires on July 31, 2026.

##### ***Central Office***

On November 16, 2021, the School entered into a lease agreement with Neptune South Commercial, LLC for the rental of office space in Brooklyn, New York. The lease term commenced on May 1, 2022 and is set to expire on October 31, 2032. The School is responsible for utilities, insurance, custodial services, and maintenance.

##### ***Upper Elementary School Facility***

On June 21, 2021, the School entered into a sub-lease agreement with Builders, a related party, for the space located at 133 27th Avenue, Brooklyn, New York. The lease term commenced on July 1, 2021 and will expire on June 30, 2026 with two 5-year renewal options. This location is the site of the Upper Elementary school. On May 10, 2023, the sub-lease agreement with Builders was amended and the lease term commenced on July 1, 2023 and is set to expire on June 30, 2036.

## Coney Island Preparatory Public Charter School

### Notes to Financial Statements June 30, 2023 and 2022

#### 10. Commitments (*continued*)

Right of use assets consist of the following at June 30, 2023:

Right of use assets - operating lease	\$ 24,954,849
Less: accumulated amortization	<u>(2,349,279)</u>
	<u>\$ 22,605,570</u>

Weighted average remaining lease term	10.92 years
Weighted average discount rate	3.52%

The future minimum lease payments under the facility leases is as follows for the years ending June 30:

2024	\$ 2,788,930
2025	2,949,660
2026	3,092,254
2027	1,740,909
2028	1,689,127
Thereafter	<u>16,088,711</u>
Total minimum lease payments	28,349,591
Present value discount	<u>(5,282,931)</u>
Present value of lease liabilities	23,066,660
Current portion	<u>(2,016,956)</u>
Lease liabilities, less current portion	<u>\$ 21,049,704</u>

Rent expense under the facility leases for the years ended June 30, 2023 and 2022 was \$2,710,975 and \$2,444,614.

Operating lease cost	\$ 2,349,279
Short-term lease cost	<u>2,710,975</u>
	<u>\$ 5,060,254</u>

#### 11. Paycheck Protection Program Loan Payable

On April 29, 2020, the School qualified for and received a loan pursuant to the Paycheck Protection Program ("PPP"), a program implemented by the U.S. Small Business Administration ("SBA") under the Coronavirus Aid, Relief, and Economic Security Act, from a qualified PPP lender, for an aggregate principal amount of \$2,555,000 (the "PPP Loan"). The PPP Loan bears interest at a fixed rate of 1.0% per annum, with the first six months of interest deferred, has a term of two years, and is unsecured and guaranteed by the SBA. The principal amount of the PPP Loan is subject to forgiveness under the PPP upon the School's request to the extent that the PPP Loan proceeds are used to pay expenses permitted by the PPP, including payroll costs, covered rent and mortgage obligations, and covered utility payments incurred by the School. The School applied for full forgiveness of the PPP Loan with respect to these covered costs.

## **Coney Island Preparatory Public Charter School**

### **Notes to Financial Statements June 30, 2023 and 2022**

#### **11. Paycheck Protection Program Loan Payable (*continued*)**

On January 4, 2022, the PPP Loan was forgiven in full by the SBA. The loan forgiveness of \$2,555,000 is included on the accompanying 2022 statement of activities under gain on forgiveness of Paycheck Protection Program loan.

#### **12. Donated Services**

Legal services were provided to the School at no charge. The value of these services meets the criteria for recognition in the financial statements and were recorded at their fair value of \$199,625 and \$146,625 for the years ended June 30, 2023 and 2022. Fair value is estimated using a standard hourly rate of similar services available for purchase by the School. Donated services are included in program, management and general, and fundraising services in the accompanying statements of activities and functional expenses. There were no donor-imposed restrictions associated with the donated services.

#### **13. Contingency**

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

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# **Coney Island Preparatory Public Charter School**

Uniform Guidance  
Schedules and Reports

June 30, 2023

# Coney Island Preparatory Public Charter School

## Schedule of Expenditures of Federal Awards Year Ended June 30, 2023

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
<u>U.S. Department of Agriculture</u>				
Pass-Through New York State Education Department:				
<i>Child Nutrition Cluster:</i>				
School Breakfast Program	10.553	Not available	\$ -	\$ 80,254
National School Lunch Program	10.555	Not available	-	366,038
COVID-19 - Supply Chain Assistance Funds	10.555	Not available	-	41,506
Total Child Nutrition Cluster			-	487,798
Total U.S. Department of Agriculture			-	487,798
<u>U.S. Department of Education</u>				
Pass-Through New York State Education Department:				
Title I Grants to Local Educational Agencies	84.010	0021224595	-	10,958
Title I Grants to Local Educational Agencies	84.010	0021234595	-	554,596
English Language Acquisition State Grants	84.365	0293234595	-	14,659
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147234595	-	64,931
Student Support and Academic Enrichment Program	84.424	0204234595	-	35,814
COVID-19 Charter Schools	84.282	Not available	-	49,950
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP HCY II	84.425W	5218214595	-	5,179
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP	84.425U	5880214595	-	1,823,178
Total U.S. Department of Education			-	2,559,265
<u>Federal Communications Commission</u>				
Pass-Through Universal Service Administrative Company:				
COVID-19 Emergency Connectivity Fund Program	32.009	not available	-	142,088
Total Expenditures of Federal Awards			\$ -	\$ 3,189,151

See independent auditors' report and notes to schedule of expenditures of federal awards

## **Coney Island Preparatory Public Charter School**

### **Notes to Schedule of Expenditures of Federal Awards Year Ended June 30, 2023**

#### **1. Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Coney Island Preparatory Public Charter School (the "School"), under programs of the federal government for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

#### **2. Summary of Significant Accounting Policies**

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

#### **3. Indirect Cost Rate**

The School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.



**Report on Internal Control Over Financial Reporting and on Compliance and Other  
Matters Based on an Audit of Financial Statements Performed in Accordance With  
Government Auditing Standards**

**Independent Auditors' Report**

**Board of Trustees  
Coney Island Preparatory Public Charter School**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Coney Island Preparatory Public Charter School (the "School") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 11, 2023.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

## **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Harrison, New York  
October 11, 2023

**Report on Compliance for Each Major Federal Program and Report on Internal Control  
Over Compliance Required by the Uniform Guidance**

**Independent Auditors' Report**

**Board of Trustees  
Coney Island Preparatory Public Charter School**

**Report on Compliance for Each Major Federal Program**

***Opinion on Each Major Federal Program***

We have audited Coney Island Preparatory Public Charter School (the "School") compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2023. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

***Basis for Opinion on Each Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's federal programs.

***Auditors' Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

## **Report on Internal Control Over Compliance**

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Harrison, New York  
October 11, 2023

## Coney Island Preparatory Public Charter School

### Schedule of Findings and Questioned Costs Year Ended June 30, 2023

#### **Section I - Summary of Auditors' Results**

##### **Financial Statements**

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP:

Unmodified

Internal control over financial reporting:

Material weakness(es) identified?

\_\_\_\_\_ yes X no

Significant deficiency(ies) identified?

\_\_\_\_\_ yes X none reported

Noncompliance material to the financial statements noted?

\_\_\_\_\_ yes X no

##### **Federal Awards**

Internal control over major federal programs:

Material weakness(es) identified?

\_\_\_\_\_ yes X no

Significant deficiency(ies) identified?

\_\_\_\_\_ yes X none reported

Type of auditors' report issued on compliance for major federal programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

\_\_\_\_\_ yes X no

Identification of major federal programs:

##### **Federal Assistance Listing Number(s)**

##### **Name of Federal Program or Cluster**

84.425W

COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP HCY II

84.425U

COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP

Dollar threshold used to distinguish between Type A and Type B programs:

\$750,000

Auditee qualified as low-risk auditee?

X yes \_\_\_\_\_ no

#### **Section II – Financial Statement Findings**

During our audit, we noted no material findings for the year ended June 30, 2023.

#### **Section III – Federal Award Findings and Questioned Costs**

During our audit, we noted no material instance of noncompliance and none of the costs tested which were reported in the federal financially assisted programs are questioned or recommended to be disallowed.

#### **Section IV – Prior Year Findings**

There were no findings in the prior year.

**Board of Trustees**  
**Coney Island Preparatory Public Charter School**

Auditors' Communication on Internal Control

In planning and performing our audit of the financial statements of Coney Island Preparatory Public Charter School (the "School") as of and for the year ended June 30, 2023, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

This communication is intended solely for the information and use of management, the audit committee, the Board of Trustees, the Charter Schools Institute of the State University of New York, and the State Education Department of the State University of New York, and others within the School, and is not intended to be and should not be used by anyone other than these specified parties.

[REDACTED]

Harrison, New York  
October 11, 2023

SUNY Charter Schools Institute  
Budget Narrative

Education Corporation Name:

Fiscal Contact:

Date:

Name:

Email:

1. What steps has the education corporation taken to ensure it has enacted a conservative budget?



2. How much of the education corporation's tier two of the ESSER funds would be spent by September 30, 2023? How much of the tier three ESSER funds does the education corporation plan to spend by September 30, 2024?

3. How does the education corporation ensure the sustainability of programs enacted through the use of ESSER funding once ESSER funding period ends?

<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
--

**Trustee Name:**

---

**Name of Charter School Education Corporation:**

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

**Yes      No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

**Yes      No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

**Yes          No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

**Yes          No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

[REDACTED]

**Business Address:**

[REDACTED]

**E-mail Address:**

[REDACTED]

**Home Telephone:**

[REDACTED]

**Home Address:**

[REDACTED]

[REDACTED]

July 31, 2023

**Signature**

**Date**

Acceptable signature formats include:

Digitally certified PDF signature

Print form, manually sign, scan to PDF

*last revised 04/2022*

<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
--

**Trustee Name:**

---

**Name of Charter School Education Corporation:**

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

**Yes      No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

**Yes      No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.



4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

**Yes          No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

**Yes          No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

- 
7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>

-

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[REDACTED]

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[REDACTED]

**Home Telephone:**

[REDACTED]

**Home Address:**

[REDACTED]

[REDACTED]

---

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Nkanye Okoh

**Name of Charter School Education Corporation:**

Coney Island Prep

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If Yes, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☐ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest



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**Home Telephone:**

[REDACTED]

**Home Address:**

[REDACTED]

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
--

**Trustee Name:**

Josh Wolfe

---

**Name of Charter School Education Corporation:**

Coney Island Preparatory Public Charter School

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**


Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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**Business Address:**

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**E-mail Address:**


 \_\_\_\_\_

**Home Telephone:**

\_\_\_\_\_

**Home Address:**

\_\_\_\_\_

	08 / 02 / 2023
<b>Signature</b>	<b>Date</b>

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*last revised 04/2022*

Title	CIP Annual Board Financial Disclosure Form
File name	2021-22-ar-curren...sure-form (1).pdf
Document ID	1a7d7d02862beb99435f293de4b3a9a3e37b4f62
Audit trail date format	MM / DD / YYYY
Status	● Signed

## Document History



SENT

**08 / 02 / 2023**

15:00:42 UTC

Sent for signature to Josh Wolfe (josh.wolfe@luxcapital.com)  
from bibi.masara@luxcapital.com  
IP: 206.252.208.190



VIEWED

**08 / 02 / 2023**

15:08:34 UTC

Viewed by Josh Wolfe (josh.wolfe@luxcapital.com)  
IP: 54.74.189.134



SIGNED

**08 / 02 / 2023**

15:08:50 UTC

Signed by Josh Wolfe (josh.wolfe@luxcapital.com)  
IP: 67.82.105.92



COMPLETED

**08 / 02 / 2023**

15:08:50 UTC

The document has been completed.

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Joseph Talen

**Name of Charter School Education Corporation:**

Coney Island Prep

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Member of Finance Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.



4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☐ None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
	✓ various charitable donations		Joseph Talia

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>

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**Business Telephone:**

---

**Business Address:**

[REDACTED]

---

**E-mail Address:**

[REDACTED]

---

**Home Telephone:**

[REDACTED]

---

**Home Address:**

[REDACTED]

---

**Signature**

[REDACTED]

**Date**

8/6/2023

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
--

**Trustee Name:**

Brian Buckmire

---

**Name of Charter School Education Corporation:**

Coney Island Prep

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).  
Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

- 
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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☒ **None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest



-

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

[REDACTED]

**Business Address:**

[REDACTED]

**E-mail Address:**

[REDACTED]

**Home Telephone:**

N/a

**Home Address:**

[REDACTED]

[REDACTED SIGNATURE]

August 7, 2023

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

<b>Disclosure of Financial Interest by a Current or Former Trustee</b>
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**Trustee Name:**

Samantha Tweedy

---

**Name of Charter School Education Corporation:**

Coney Island Prep

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

- 
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

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**Business Telephone:**

[REDACTED] \_\_\_\_\_

**Business Address:**

[REDACTED] \_\_\_\_\_

**E-mail Address:**

[REDACTED] \_\_\_\_\_

**Home Telephone:**

[REDACTED] \_\_\_\_\_

**Home Address:**

[REDACTED] \_\_\_\_\_

[REDACTED] Digitally signed by Samantha  
Tweedy  
Date: 2023.08.08 19:29:16 -04'00' 8/8/2023

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Joe Herrera

---

**Name of Charter School Education Corporation:**

Coney Island Prep Charter School

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.



-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☐ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Underdog Strategies	Student Recruitment and Enrollment Services which include canvassing and phone banking outreach.	\$24,000 for 3 months of canvassing and phone banking.	Jose Herrera (Board of Trustees at Coney Island Prep) co-founder of Underdog Strategies contracted with Coney Island Prep Builders, a "Friends of" organization to support enrollment expansion and provide student recruitment services from April - June 2023	Coney Island Prep went through a competitive bidding process with 3 organizations and I, Jose Herrera was recused from the Board vote regarding the decision and approval of this contract.

-

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**Business Telephone:**

[REDACTED]

**Business Address:**

[REDACTED]

**E-mail Address:**

[REDACTED]

**Home Telephone:**

[REDACTED]

**Home Address:**

[REDACTED]

[REDACTED]	8/23/2023
<b>Signature</b>	<b>Date</b>

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

Coney Island Prep <b>Central</b>   2023-2024 Base Calendar				
Monday	Tuesday	Wednesday	Thursday	Friday
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 2023

10	11	12	13	14
K-8 P/DOO/Ops Summer Work Begins		9-12 P/DOO/Ops Summer Work Begins		School Ops WFH 8am - 2pm
17	18	19	20	21
P/DOO Week				
New VP External PD				
Ops Summer Interns Begin				School Ops WFH 8am - 2pm
BOY Goal Setting Opens				
24	25	26	27	28
P/DOO Week		Leader PD		
		Dean/SW/SpEd Dean/VP Return Date		School Ops WFH 8am - 2pm

### August 2023

31	1	2	3	4
Leader PD				
7	8	9	10	11
New Staff Orientation	New Staff Orientation	New Staff Orientation	New Staff Orientation	New Staff Orientation
14	15	16	17	18
Blackout Date	Bulletin Board / Classroom Setup			
All Staff Kickoff Conference @ NYU	All Staff Orientation	All Staff Orientation	All Staff Orientation	All Staff Orientation
		HS Regents Exams	HS Regents Exams	Ops Summer Interns End [Insert Campus] Staff BOY Celebration
21	22	23	24	25
Bulletin Board / Classroom Setup				
All Staff Orientation	All Staff Orientation	All Staff Orientation	All Staff Orientation	All Staff Orientation

Coney Island Prep <b>Central</b>   2023-2024 Base Calendar				
Monday	Tuesday	Wednesday	Thursday	Friday
September 2023				
Latinx & Hispanic Heritage Month (Sept. 15th - Oct. 15th)				
28	29	30	31	1
First Day of School - Grade K, 3, 6, 9 Only	First Day of School - Grade K-1, 3-4, 6-7, 10 Only	First Day of School - Grade K-8, 11-12 Only	First Day of School - All Grades	No Students PD Day #1 (8am - 2pm)/ Sustainable Friday (IN PERSON)  Affinity Group Meetings (1pm-2pm)
Early Release - [insert time] Dismissal	Early Release - [insert time] Dismissal	Early Release - [insert time] Dismissal	Early Release - [insert time] Dismissal	
4   Labor Day	5	6	7	8
Labor Day (Network Office Closed)	First Full Day of School			Goal: Finalize GenEd Bus Routes with Families (K-5)
	BOY mClass Testing Begins Grades K-5			
	SpEd Bus Service Begins (K-12)			
	Goal: Share GenEd Bus Routes with Families (K-5)			
11	12	13	14	15   Rosh Hashanah
GenEd Bus Service Begins (K-5)			P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm	Latinx & Hispanic Heritage Month Begins
				BOY mClass Testing Ends Grades K-5
				BOY Goal Setting Closes
18	19	20	21	22
Fall MAP NWEA Start Grades K-10			NYSITELL Bubble Sheet Printing Deadline	Fall MAP NWEA End Grades K-10
After School Begins				
25   Yom Kippur	26	27	28	29
GenEd Alt Day 1/5	SLD Meeting @ WHALE Pod 9 am - 3:30 pm		CIP Family Empowerment Training 6:00pm - 7:00pm	
October 2023				
Classroom Refresh				
2	3	4	5	6
			Blackout Date	No Students

Coney Island Prep <b>Central</b>   2023-2024 Base Calendar				
Monday	Tuesday	Wednesday	Thursday	Friday
Fall 2x2 Conversations Begin				No Students PD Day #2 (8am - 2pm)/ Sustainable Friday <b>(VIRTUAL)</b> Ops PD (8am - 2pm)  Affinity Group Meetings (1pm-2pm)
9	10	11	12	13
Indigenous People's Day (Network Office Closed)	Blackout Date	PSAT Day		
16	17	18	19	20
	P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm	Fall Insight Survey Opens		
23	24	25	26	27
	SLD Meeting @ WHALE Pod 9 am - 3:30 pm	Teacher Appreciation Day	CIP Family Empowerment Training 6:00pm - 7:00pm	End of Quarter 1

### November 2023

Native American Heritage Month				
30	31	1	2	3
Bulletin Board & Classroom Refresh				
		Fall Insight Survey Closes		Fall 2x2 Conversations End
		LES School Collaboration Visit		Q1 Gradebooks Close
6	7   Election Day	8	9	10
Fall Staff Survey Week (Peer & MOY Self Evals)				
	Election Day No Students / No School	HS School Collaboration Visit		PD Day #3 (8am - 4pm) <b>(IN PERSON)</b> Ops PD (10am - 4pm)  Affinity Group Meetings (1pm-2pm)
13	14	15	16	17
Fall Stakeholder Survey Week (Families & Scholars)				

Coney Island Prep Central   2023-2024 Base Calendar				
Monday	Tuesday	Wednesday	Thursday	Friday
Quarter 1 Conferences (Hybrid) LES In Person Evening	Quarter 1 Conferences (Hybrid) MS In Person Evening	Quarter 1 Conferences (Hybrid) HS In Person Evening	Quarter 1 Conferences (Hybrid) UES In Person Evening	Quarter 1 Conferences (Hybrid)
	P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm			
After School Cancelled	After School Cancelled	After School Cancelled	After School Cancelled	
20	21	22	23  Thanksgiving	24
Blackout Date	Blackout Date	Thanksgiving Break (Network Office Closed)	Thanksgiving Break (Network Office Closed)	Thanksgiving Break (Network Office Closed)
	Early Release - [insert time] Dismissal			

### December 2023

27	28	29	30	1
Classroom Refresh				
Blackout Date	SLD Meeting @ WHALE Pod 9 am - 3:30 pm		CIP Family Empowerment Training 6:00pm - 7:00pm	
4	5	6	7	8
Mid-Year Evaluations	Mid-Year Evaluations	Mid-Year Evaluations	Mid-Year Evaluations	Mid-Year Evaluations
		UES School Collaboration Visit		
11	12	13	14	15
Mid-Year Evaluations	Mid-Year Evaluations	Mid-Year Evaluations	Mid-Year Evaluations	Mid-Year Evaluations
		MS School Collaboration Visit		<b>[Insert Campus]</b> Staff MOY Holiday Celebration
18	19	20	21	22
	P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm		CIP Family Empowerment Training 6:00pm - 7:00pm	Blackout Date
25   Christmas	26	27	28	29
Winter Break (Network Office Closed)	Winter Break (Network Office Closed)	Winter Break (Network Office Closed)	Winter Break (Network Office Closed)	Winter Break (Network Office Closed)

### January 2024

1   New Years Day	2	3	4	5
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Coney Island Prep <b>Central</b>   2023-2024 Base Calendar				
Monday	Tuesday	Wednesday	Thursday	Friday
Classroom Refresh				
Winter Break (Network Office Closed)	Winter Break	Winter Break	Winter Break	Blackout Date
				PD Day #4 (8am - 4pm) <b>(IN PERSON)</b> Ops PD (10am - 4pm)
				Affinity Group Meetings (1pm-2pm)
8	9	10	11	12
			SLD Meeting 8:30am - 12:00pm  P/DOO Meeting 12:30 - 3:30pm  @ WHALE Pod	Blackout Date
15   MLK Day	16	17	18	19
MLK Jr. Day (Network Office Closed)	Blackout Date			
	Winter MAP NWEA Start Grades K-8			
	MOY mClass Testing Begins Grades K-5			
22	23	24	25	26
Winter MAP NWEA End Grades K-8	HS Regents Exams	HS Regents Exams	HS Regents Exams	HS Regents Exams
CIPLES & CIPUES Vision Screening	CIPLES & CIPUES Vision Screening	CIPLES & CIPUES Vision Screening	CIP Family Empowerment Training 6:00pm - 7:00pm	MOY mClass Testing Ends Grades K-5
WHALE LT Retreat	WHALE LT Retreat	WHALE LT Retreat		End of Quarter 2

### February 2024

Black History Month				
29	30	31	1	2
Bulletin Board & Classroom Refresh				
Winter MAP NWEA Start Grades 9-10	CIPMS Vision Screening	CIPMS Vision Screening	P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm	Winter MAP NWEA End Grades 9-10
				Q2 Gradebooks Close
5	6	7	8	9
	CIPHS Vision Screening	CIPHS Vision Screening		MS Grade 8 Visits HS



Coney Island Prep Central   2023-2024 Base Calendar				
Monday	Tuesday	Wednesday	Thursday	Friday
	SLD Meeting @ WHALE Pod 9 am - 3:30 pm	CIPHS Vision Screening		MS Grade 6 Visits PHS
12	13	14	15	16
Quarter 2 Conferences (Hybrid) LES In Person Evening	Quarter 2 Conferences (Hybrid) MS In Person Evening	Quarter 2 Conferences (Hybrid) HS In Person Evening	Quarter 2 Conferences (Hybrid) UES In Person Evening	Blackout Date
After School Cancelled	After School Cancelled	After School Cancelled	After School Cancelled	Sustainable Friday
19   President's Day	20	21	22	23
Mid-Winter Recess (Network Office Closed)	Mid-Winter Recess	Mid-Winter Recess	Mid-Winter Recess	Mid-Winter Recess

### March 2024

Women's History Month				
26	27	28	29	1
Classroom Refresh				
Blackout Date			CIP Family Empowerment Training 6:00pm - 7:00pm	UES Grade 5 Visits MS
Spring 2x2 Conversations Begin				
4	5	6	7	8
School Social Work Appreciation Day	CIPHS Dental Screening	ELA Dress Rehearsal Grade 3-4, Grade 6-7 Grade 5 & Grade 8 CBT	ELA Dress Rehearsal Grade 3-4, Grade 6-7 Grade 5 & Grade 8 CBT	No Students PD Day #5 (8am-4pm) <b>(IN PERSON)</b> Ops PD (10am-4pm) Affinity Group Meetings (1pm-2pm)
		Early Release - [insert time] Dismissal Gr3-8 Only	Early Release - [insert time] Dismissal Gr3-8 Only	
		CIPLES Dental Screening		
11	12	13	14	15
CIPUES Dental Screening	CIPMS Dental Screening	P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm	Pi Day	LES Grade 2 Visits UES
18	19	20	21	22
	SLD Meeting @ WHALE Pod 9 am - 3:30 pm	SAT Day	School Leader Retreat	School Leader Retreat

### April 2024

National Arab American Heritage Month				
25	26	27	28	29   Good Friday
Classroom Refresh				

Coney Island Prep <b>Central</b>   2023-2024 Base Calendar				
Monday	Tuesday	Wednesday	Thursday	Friday
Leader Appreciation Day (Deans & VPs)	HS Mock Regents Exam	HS Mock Regents Exam	Blackout Date	Spring 2x2 Conversations End
			HS Mock Regents Exam	
	Math Dress Rehearsal Grade 3-4, Grade 6-7 Grade 5 & Grade 8 CBT	Science Dress Rehearsal Grade 5 & Grade 8 CBT	Spring Planning: P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm	No Students PD Day #6 (8am - 2pm)/ Sustainable Friday <b>(VIRTUAL)</b> Ops PD (8am - 2pm) Affinity Group Meetings (1pm-2pm)
	Early Release - <b>[insert time]</b> Dismissal Gr3-8 Only		CIP Family Empowerment Training 6:00pm - 7:00pm	
1	2	3	4	5
Easter Monday	Blackout Date			
	SLD Meeting @ WHALE Pod 9 am - 3:30 pm			
8	9	10   Eid al-Fitr	11	12
Spring Staff Survey Week (Peer & EOY Self Evals)				
		Eid al-Fitr	NYS ELA Test Grade 3-4, Grade 6-7 Grade 5 & Grade 8 CBT	NYS ELA Test Grade 3-4, Grade 6-7 Grade 5 & Grade 8 CBT
			Early Release - <b>[insert time]</b> Dismissal Gr3-8 Only	
15	16	17	18	19
NYSESLAT Speaking Window Opens		Spring Insight Survey Opens	Spring Planning: P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm	Blackout Date
				End of Quarter 3
22   Passover	23   Passover	24   Passover	25   Passover	26   Passover
Spring Break	Spring Break	Spring Break	Spring Break	Spring Break

### May 2024

Asian-Pacific American Heritage Month				
29   Passover	30   Passover	1	2	3
EOY Evaluations	EOY Evaluations	EOY Evaluations	EOY Evaluations	EOY Evaluations
Bulletin Board & Classroom Refresh				
Blackout Date				

Coney Island Prep <b>Central</b>   2023-2024 Base Calendar				
Monday	Tuesday	Wednesday	Thursday	Friday
EOY mClass Testing Begins Grades K-2	[Tentative - HS AP Exams]	Principal/DOO Appreciation Day	[Tentative - HS AP Exams]	Q3 Gradebooks Close
[Tentative - HS AP Exams]		[Tentative - HS AP Exams]	Spring Planning: P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm	[Tentative - HS AP Exams]
GenEd Alt Day 2/5	GenEd Alt Day 3/5		Surfside Soiree Time: TBD	
6	7	8	9	10
Staff Appreciation Week				
EOY Evaluations	EOY Evaluations	EOY Evaluations	EOY Evaluations	EOY Evaluations
[Tentative - HS AP Exams]	[Tentative - HS AP Exams]	[Tentative - HS AP Exams]	[Tentative - HS AP Exams]	[Tentative - HS AP Exams]
	<i>NYS Math Test Grade 3-4, Grade 6-7 Grade 5 &amp; Grade 8 CBT</i>	<i>NYS Math Test Grade 3-4, Grade 6-7 Grade 5 &amp; Grade 8 CBT</i>		EOY mClass Testing Ends Grades K-2
	Early Release - [insert time] Dismissal Gr3-8 Only	Early Release - [insert time] Dismissal Gr3-8 Only		Spring Insight Survey Closes
13	14	15	16	17
EOY Evaluations	EOY Evaluations	EOY Evaluations	EOY Evaluations	EOY Evaluations
Spring Stakeholder Survey Week (Families & Scholars)				
Quarter 3 Conferences (Hybrid) LES In Person Evening	Quarter 3 Conferences (Hybrid) MS In Person Evening	Quarter 3 Conferences (Hybrid) HS In Person Evening	Quarter 3 Conferences (Hybrid) UES In Person Evening	Quarter 3 Conferences (Hybrid)
NYSESLAT R/W/L Window Opens	<i>NYS Science Test Grade 5 &amp; Grade 8 CBT</i>		Spring Planning: P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm	
After School Cancelled	After School Cancelled	After School Cancelled	After School Cancelled	
20	21	22	23	24
Spring MAP NWEA Start Grades K-10			Blackout Date	Memorial Weekend Break (Network Office Closed)
EOY mClass Testing Begins			Spring MAP NWEA End Grades K-10	
			NYSESLAT Speaking & R/W/L Window Closes	

Coney Island Prep <b>Central</b>   2023-2024 Base Calendar				
Monday	Tuesday	Wednesday	Thursday	Friday
Grades 3-5			CIP Family Empowerment Training 6:00pm - 7:00pm	

### June 2024

Caribbean American Heritage Month LGBT Pride Month				
27   Memorial Day	28	29	30	31
Memorial Weekend Break (Network Office Closed)	Blackout Date	Ops Appreciation Day	Spring Planning: P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm	CIP Network Wide EOY Celebration & Seventh Pillar Announcement <i>(Tentative)</i>
			CIP Org Wide Family Council Meeting 6:00 - 7:00pm	EOY mClass Testing Ends Grades 3-5
				Q4 Gradebooks Close
3	4	5	6	7
	HS Regents Exam: Algebra 1		After School Ends	CIPHS Graduation
				[Insert Campus] Staff EOY Celebration
				K-8 Retention Conversations with Families Complete
10	11	12	13	14
Q4 Report Cards Sent Home			Early Release - [insert time] Dismissal Grades K-8 Only	K-8 Last Day of Instruction
			9-11 Last Day of Instruction	K-8 Retention Letters Sent Home
			K-8 Staff Close Out Appts (After Dismissal)	HS Regents Exams
17	18	19	20	21
SLT & Ops EOY Close Out	SLT & Ops EOY Close Out	Juneteenth (Network Office Closed)	SLT & Ops EOY Close Out	K-12 Last Day of School
HS Regents Exams	HS Regents Exams		HS Regents Exams	SLT & Ops EOY Close Out
				K-8 Final Retention List Shared with Network Team
24	25	26	27	28
HS Regents Exams?	HS Regents Exams?	HS Regents Exams?	Two Week Shut-Down	ParentSquare & SIS Data Rollovers Begin
	HS Only - SLT & Ops EOY Close Out			
HS Only -	9-12 Retention Conversations with Families Complete			

Coney Island Prep <b>Central</b>   2023-2024 Base Calendar				
Monday	Tuesday	Wednesday	Thursday	Friday
SLT & Ops EOY Close Out	9-12 Retention Letters Sent Home	Two Week Shut Down K-12	Two Week Shut Down K-12	Two Week Shut Down K-12
	9-12 Final Retention List Shared with Network Team			
Two Week Shut Down K-8	Two Week Shut Down K-8			

### July 2024

1	2	3	4	5
Two Week Shut Down K-12	Two Week Shut Down K-12	Two Week Shut Down K-12	Two Week Shut Down K-12 (Network Office Closed)	Two Week Shut Down K-12
8	9	10	11	12
K-8 P/DOO/Ops Summer Work Begins	Two Week Shut Down 9-12	9-12 P/DOO/Ops Summer Work Begins		
Two Week Shut Down 9-12				
15	16	17	18	19
22	23	24	25	26

### August 2024

29	30	31	1	2
5	6	7	8	9
12	13	14	15	16
	HS Regents Exams	HS Regents Exams		
19	20	21	22	23
26	27	28	29	30

Coney Island Prep Central   2023-2024 Base Calendar									
Monday		Tuesday		Wednesday		Thursday		Friday	
First Day of School									
Notes									
On "Snow days" or days when school buildings are closed due to an emergency, all students and families should plan on participating in remote learning.									
Color Key									
Building Closed				CIP Navy					
No Students/PD Day/Sust Fri									
Early Release				ES Yellow					
Student Culture Events / Trips				CIP Green					
Assessment				CIP "Blue"					
Family Events				ES Cobalt					
Staff Event									
Performance Mgmt/Evaluation				CIP "Lt Grey"					
Reports & Academic Deadlines									
Development & Other Events									
CIP Blackout Dates									



FIRE DEPARTMENT - CITY OF NEW YORK  
PLACE OF ASSEMBLY PERMIT



DO # 37	ACCOUNT NO. 88000898
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ISSUE DATE 4/4/2023	EXPIRATION DATE 8/1/2023	CONTROL #880008980021958
PREMISES ADDRESS 294 AVENUE T BROOKLYN NY 11223		BOROUGH BROOKLYN
BLOCK/LOT 07102/0001	BIN # 3191355	ZIPCODE 11223

ISSUED TO ST SIMONE&ST JUDE PARISH  294 AVENUE T BROOKLYN, NY 11223-3839
--

CERTIFICATE OF OPERATION #	TYPE/DESCRIPTION	FLOOR NO.	NO. OF PERSONS
320868959	CAFETERIA/LOUNGE	BAS	225
320868968	AUDITORIUM	1	424
320868968	GYM/PHYS CULTURAL ESTBLMT	1	235

This permit authorizes use and occupancy of the above premises as place(s) of assembly subject to the strict observance of the New York City Fire Code and other laws, rules and regulations enacted for the protection of the public in such occupancy. This permit shall remain in effect for the period specified unless revoked by the Fire Department prior to expiration.

BY ORDER OF THE FIRE COMMISSIONER

THE NEW YORK CITY FIRE CODE(FC105.3.5) REQUIRES THAT PERMITS BE POSTED IN A CONSPICUOUS LOCATION ON THE PREMISES AT ALL TIMES AND BE READILY AVAILABLE FOR INSPECTION BY ANY REPRESENTATIVE OF THE DEPARTMENT. APPROVED SEATING PLANS MUST BE AVAILABLE AT THE PREMISES AT ALL TIME FOR INSPECTION BY THE FIRE DEPARTMENT.

**ST SIMONE&ST JUDE PARISH**  
**294 AVENUE T**  
**BROOKLYN, NY 11223-3839**





CROSS STREETS

LAKE STREET

VAN SICKLEN STREET

CITY OF NEW YORK  
FIRE DEPARTMENT

A-10(B) 10-03

BATTALION E253

D.O. 42

E 666420

## VIOLATION ORDER

To 294 AVENUE T, BKLYN. N.Y. 11223 CONEY ISLAND PREP CHARTER SCHOOL  
 1ST FLOOR E-(EDUCATIONAL)  
 ROOM NO. OR FLOOR ADDRESS TYPE OF OCCUPANCY NAME OF OWNER, LEASEE, OCCUPANT, ETC. ACCOUNT NO.  
 370 853 54

An inspection this date of the above premises indicates the existence of the following violations under the enforcement jurisdiction of this Department. You are hereby directed to correct such violations by compliance with the following order:

STANDARD ORDER FORM NO.	ITEM NO.	
E-1	1	Failed To provide AND/OR maintain required ELECTRICAL DEVICES/EQUIPMENT AND/OR ALLOWED ELECTRICAL HAZARDS TO EXIST AT : ROOM 100 RECEPTION.
		NOTE : 1ST FLOOR, ROOM 100 RECEPTION, MULTIPLE POWER STRIPS PLUGGED, USED TOGETHER.
		REMEDY : DISCONTINUE THE USE OF EXTENSION CORDS AND FLEXIBLE CORDS USED AS PERMANENT WIRING, IN ACCORDANCE WITH FC 605.5.

If this order has not been complied with in, FortWITH days of the issuance date, A SUMMONS will be served for violations of the Administrative Code of the City of New York.

TO 25

FOR -NUMBERING

TO 24

FOR DISMISSAL

By Order of the Fire Commissioner

This is to certify that I have made an inspection of said premises and have issued the above order to:

MARTIN SANCHEZ FACILITIES MANAGER 718-676-1063  
 NAME OF PERSON WHO RECEIVED THIS ORDER TITLE PHONE #  
 ANTHONY DONNARUMA 01/06/2022 PUBLIC BUILDINGS # 42  
 INSPECTOR DATE UNIT

Unit Address 9 METROTECH CENTER BKLYN. 11201 Unit Telephone 718-999-2411



# FDNY

www.nyc.gov/fdny



42224014

THE ROMAN CATHOLIC CHURCH OF THE MOST  
PRECIOUS  
70 BAY 47TH ST  
BROOKLYN, NY 11214-5524

FPIMS/DOB/SBS APPLICATION:

FD PLAN NUMBER: 2022-TMFALM-003028-PLAN  
ACCOUNT NUMBER: 42224014  
DATE OF APPROVAL: 05/16/2023  
DATE OF INSPECTION: 04/13/2023  
INSPECTOR NAME: Murray Uretsky  
FLOOR(S) INSPECTED: 1-2 & RF

PREMISES  
133 27 Avenue Brooklyn NY 11214-5509

BOROUGH  
BROOKLYN

## LETTER OF APPROVAL FIRE ALARM INSPECTION UNIT

THIS LETTER OF APPROVAL COVERS THE DEVICES, EQUIPMENT AND/OR SYSTEMS INDICATED BELOW. IT IS SUBJECTED TO ADMINISTRATIVE REVIEW AND AUDIT. APPROVAL OF THE DEVICE, EQUIPMENT AND/OR SYSTEM(S) IS GRANTED IN ACCORDANCE WITH THE FOLLOWING LAWFUL PROCEDURE.

- ☐ INSPECTION/TEST
- ☒ INSPECTION AND CERTIFICATION OF CORRECTION OF DEFECTS BY A LICENSED PROFESSIONAL (3 RCNY 104-04)
- ☐ PROFESSIONAL CERTIFICATION (3RCNY 104-02)
- ☐ OTHER PROFESSIONAL CERTIFICATION/PROCEDURE PURSUANT TO (SPECIFY AUTHORITY):

Description of Devices:

Coverage Item	Quantity	Details
Group E(Edu.,LO-RI,Non-SPK)FAS	01	
MAN / SSC / COC	01	
CO Detection	01	
Heat Detection	01	
SFC, STATEN ISLAND/NY	01	
Certification	01	
ADDITIONAL INFORMATION:		

By the Authority of

Chief of Fire Prevention

**Fire Department, City of New York**  
9 MetroTech Center, Brooklyn New York 11201-3857



014072480R

## FDNY SUMMONS FOR CIVIL PENALTIES ONLY

SUMMONS NUMBER: 014072480R

ENFORCEMENT AGENCY NAME: NEW YORK CITY FIRE DEPARTMENT  
AGENCY: 9 MetroTech Center, 1st Flr, Brooklyn, NY 11201, (718)999-2392

DIVISION: FP UNIT: PUBLIC ASSEMBLY ADMIN COMPANY: L166

RESPONDENT	MOST PRECIOUS BLOOD CHURCH			
Mailing Address	NUMBER & ADDRESS	CITY	STATE	ZIPCODE
	133 27TH AVE	BROOKLYN	NY	11214-5509
ACCOUNT NO	DBA	UNIT PHONE	CELLPHONE#	
97015309	CONEY ISLAND PREP	(718)-999-2436	(929)326-7288	
DATE OF OCCURRENCE	PLACE OF OCCURRENCE	BOROUGH	TIME OF INSPECTION	
07/13/2023	133 27 AVENUE	BROOKLYN	02:14 PM	

You must respond to this Summons. OATH hearings are generally held by telephone. For this and other options on how to respond, see the HOW TO RESPOND section on this summons.

HEARING DATE	8/29/2023	HEARING TIME	10:30 AM
HEARING LOCATION	OFFICE OF ADMINISTRATIVE TRIALS AND HEARINGS	BOROUGH BROOKLYN	TELEPHONE (844)628-4692

## HEARING LOCATION: OFFICE OF ADMINISTRATIVE TRIALS AND HEARINGS

9 BOND STREET, 7TH FLOOR, BROOKLYN, NY 11201

Phone: (844)628-4692

## REFER TO THE SUMMONS NUMBER ABOVE ON ALL CORRESPONDENCE.

**WARNING:** If you do not respond to this summons, the City will decide the Summons against you and penalties will be imposed. Failure to pay a civil penalty could lead to the denial of an application for, or the suspension, termination or revocation of a City license, permit or registration. In addition, the City may enter a judgment against you in court.

## ORDER TO CORRECT AND CERTIFY CORRECTION:

PLEASE TAKE NOTICE that the premises cited above is in violation of the requirements of law. It is further ORDERED by the FIRE COMMISSIONER that these violations be corrected and certified to be in compliance with the requirements of law within 35 days of the date of issuance.

See important information section for further instructions.

COMPLIANCE DATE:	8/17/2023
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## Details of Violation(s)

Upon investigation, the New York City Fire Department has determined that the respondent is in violation of the following requirements of the New York City Administrative Code and/or the rules of the City of New York. These requirements have been grouped into violation categories (VC) for enforcement purposes. This grouping is allowed by Fire Department rule 3 RCNY Section 109-02.

Violation Category	Violation Details
VC19	AFFIDAVITS, DESIGN AND INSTALLATION DOCUMENTS AND OTHER DOCUMENTATION

REPEAT VIOLATION SUMMONS #: 014046733R

## Description of Violation

SEE SUPPLEMENT ATTACHED

## Supplement Attached

Maximum penalty for each First Offense: \$1000

Maximum penalty for each Repeat Violation: \$5000

NYC charter Sections 1048 and 1049-a and the Rules of the City of New York authorize the NYC Office of Administrative Trials and Hearings (OATH) to hold hearings.

I, an employee of the agency named above, affirm under penalty of perjury that I personally observed the commission of the violation(s) charged above and/or verified their existence through a review of departmental records. False statements made herein are punishable as a Class A Misdemeanor pursuant to section 210.45 of the Penal Law.

Signature: R. Destine

Name: ROOD DESTINE

Title: FIELD INSPECTOR

ID: 1134692



Need help in your language? Visit [nyc.gov/oath](http://nyc.gov/oath) or call 844-628-4692 for free assistance. If you have a disability and require a reasonable accommodation for the hearing, call 1-844-628-4692.

## WHAT IS THIS CIVIL SUMMONS?

The enforcement agency on the front of the summons has charged you with the violation listed. You must respond to the summons. You can respond in one of two ways.

## HOW TO RESPOND

**1) DENY: You can deny the charge at a hearing at the independent Office of Administrative Trials and Hearings (OATH) using the following options:**

**By Phone:** Request a phone hearing 3 business days before the hearing date listed on the other side of this page. To request and schedule go to [nyc.gov/oathphone](http://nyc.gov/oathphone)

**In Person:** Request an in person hearing 5 business days before the hearing date listed on the other side of this page. To request and schedule, email [livehearings@oath.nyc.gov](mailto:livehearings@oath.nyc.gov). You will receive an email with the hearing date, time and location information.

**Online:** Visit OATH online to see if your defense can be submitted in writing, without a hearing. Visit [nyc.gov/hearings](http://nyc.gov/hearings)



If the charge on the front of the summons states you **MUST APPEAR**, then you or an authorized representative must attend the hearing by phone or in person.

To help avoid missing your hearing, you can receive text message reminders about your case. To opt-in text "OATHreminder" to (917) 451-8829.

**2) PENALTY WAIVERS AND REDUCTIONS: If this Summons states a "Compliance Date", you have the option to admit the violation and certify correction to the Fire Department.**

**i) Cure (waiver of penalty): FOR FIRST OFFENDERS, TO AVOID A HEARING AND PENALTY**, your completed Certificate of Correction form, including proof of correction, a copy of the FDNY Summons along with all attached supplemental pages, **MUST BE RECEIVED AND APPROVED** by Fire Department's Bureau of Legal Affairs, Administrative Enforcement Unit, by using our online portal: Login into FDNY Business (<https://fires.fdnyccloud.org/CitizenAccess>), Select Initiate Application/Request and then Select FDNY Summons Certificate of Correction Request under Enforcements. Alternatively, you may return it to 9 MetroTech Center, 1st Floor, Brooklyn, NY 11201-3857 on or before the "Compliance Date" specified on the FDNY Summons.

**ii) Stipulation (reduction):** In some cases, the Fire Department may offer you the opportunity to enter into a stipulation or settlement agreement. If you are eligible, the Fire Department will offer you the opportunity to enter into a stipulation at the hearing.

**iii) Mitigation (reduction):** A reduced penalty may be granted by the OATH Hearing Officer if it is demonstrated (during a hearing) that the violation was corrected by the first scheduled hearing date.

OATH HEARING CENTERS  
TEL: 844-OATH-NYC (844-628-4692)  
[www.nyc.gov/OATH](http://www.nyc.gov/OATH)

**BRONX:** 260 EAST 161 STREET, 6TH FLOOR, BRONX, NY 10451  
**BROOKLYN:** 9 BOND STREET, 7TH FLOOR, BROOKLYN, NY 11201  
**MANHATTAN:** 66 JOHN STREET, 10TH FLOOR, NEW YORK, NY 10038  
**QUEENS:** 31-00 47TH AVE, 4TH FLOOR, LONG ISLAND CITY, NY 11101  
**STATEN ISLAND:** 350 ST. MARKS PLACE, STATEN ISLAND, NY 10301

**GET HELP FROM FDNY:** If you have questions about your Certificate of Correction, you may call the Fire Department at (718) 999-2392. If the Fire Department does not inform you that it has approved your submission before the "Hearing Date", and excused you from appearing at a hearing, you **MUST ATTEND** your hearing.

**GET HELP FROM OATH:** If you do not have a lawyer or a representative, you can schedule a free consultation with the OATH Help Center before your hearing date. Go to [nyc.gov/oath/helpcenter](http://nyc.gov/oath/helpcenter)



## QUICK LINKS TO NEXT STEPS:

Scan this QR Code to go directly to the OATH website to deny the charge, request to reschedule, pay, get info, and more.

**Warning:** If you do not pay the penalty or present a defense, a default judgment may be entered against you and additional penalties may be imposed.

If the Environmental Control Board or the Office of Administrative Trials and Hearings orders you to pay a civil penalty, failure to pay that penalty in a timely manner could lead to the denial of an application for a license, permit or registration, or to the suspension, termination or revocation of a license, permit or registration issued to you by a city agency.

**You have the right to be informed of the maximum penalty.** Higher penalties may be imposed for each repeated violation up to the maximum penalty allowed by law or regulation.

**Unless the summons is dismissed after an OATH hearing, each summons contains two FDNY Commissioners Orders and BOTH must be completed:** (1) An order to correct the violating condition(s) at the premises or construction site; and (2) An order to file an acceptable Certificate of Correction. Also, even if compliance is shown at a hearing, you are required to send a Certificate of Correction and all proof of correction to the Fire Department.

To obtain a Certificate of Correction, please visit:

<http://www1.nyc.gov/assets/fdny/downloads/pdf/business/violation-certificate-of-correction.pdf>

	CITY OF NEW YORK FIRE DEPARTMENT	SUMMONS NUMBER 014072480R
	FDNY SUPPLEMENTAL INFORMATION FORM	

Violation Category	Violation Details
VC19 ADM-02-03	VC: FAILED TO (PREPARE/PRODUCE/SUBMIT) REQUIRED DOCUMENTATION: APPROVAL FROM THE DEPARTMENT OF BUILDINGS COMMENTS: [IDENTIFY SPECIFIC CONDITION(S) THAT REQUIRE DEPARTMENT OF BUILDINGS APPROVAL]. REMEDY: PROVIDE AND/OR MAINTAIN AT THE PREMISES APPROVAL FROM THE DEPARTMENT OF BUILDINGS FOR DESIGN AND INSTALLATION OF MATERIAL, DEVICE, EQUIPMENT, SYSTEM, OPERATION OR FACILITY LISTED IN THE COMMENTS, IN ACCORDANCE WITH FC105.3.9. NOTE FOR INSPECTOR: USE ONLY FOR THE PERMIT-RELATED INSPECTIONS COMMENTS: FAILURE TO HAVE THE PUBLIC ASSEMBLY CERTIFICATE OF OPERATION REFLECTS THE CURRENT BUSINESS NAME NOTE: THE PLACE OF ASSEMBLY CERTIFICATE OF OPERATION MUST BE ISSUED TO CONEY ISLAND PREP

I, an employee of the agency named above, affirm under penalty of perjury that I personally observed the commission of the violation(s) charged above and/or verified their existence through a review of departmental records. False statements made herein are punishable as a Class A Misdemeanor pursuant to section 210.45 of the Penal Law.

Signature: R. Destine

Name: ROOD DESTINE

Date: 07/13/2023

ID: 1134692

Time: 02:14 PM



# PLACE OF ASSEMBLY

## CERTIFICATE OF OPERATION

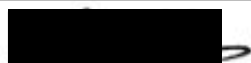
Certificate Number:	B00184921-I1-PA	Name of Establishment:	CONEY ISLAND PREP	Premises Address:	133 27 AVENUE	Borough:	BROOKLYN
BIN:	3186885	Issued On:	03/29/2022	Related NB/A1 Job No:	NB# 149/65	Block/Lot:	6900 / 11
Floors:	Floor Number(s) 1 through 1						

Occupancy Designation	Description	Cabaret	Number of Persons
A-3	Gym or recreation center	No	336
A-2	Cafeteria	No	300
Other	cafeteria/gymnasium	No	335
A-3	Auditorium	No	495



This certificate authorizes occupancy of the premises as a place of assembly for one year after its issuance, and thereafter, only periods of time during which there is in effect a New York City Fire Department place of assembly permit, unless suspended, revoked, or superseded. This certificate is subject to the strict observance of the laws, rules and regulations enacted for the protection of the public in such places of assembly. Approved seating plans must be kept on premises at all times.

Borough Commissioner:



Commissioner of Buildings:



Acting Commissioner of Buildings



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  
8<sup>th</sup> Floor  
Brooklyn, NY 11201  
[www.nyc.gov/buildings](http://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,

A handwritten signature in black ink, appearing to be "John Gallagher", written over a solid black rectangular redaction box.

John Gallagher,  
Deputy Borough Commissioner  
Brooklyn

cc: Jinseok Choi, Plan Examiner  
LNO file

**safety**

**service**

**integrity**





# DEPARTMENT OF BUILDINGS

NEW YORK CITY

## PERMISSIBLE USE AND OCCUPANCY (continued)

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED	USE
1st	100	100	Office
2nd	100	100	Office
3rd	100	100	Office
4th	100	100	Office
5th	100	100	Office
6th	100	100	Office
7th	100	100	Office
8th	100	100	Office
9th	100	100	Office
10th	100	100	Office
11th	100	100	Office
12th	100	100	Office
13th	100	100	Office
14th	100	100	Office
15th	100	100	Office
16th	100	100	Office
17th	100	100	Office
18th	100	100	Office
19th	100	100	Office
20th	100	100	Office
21st	100	100	Office
22nd	100	100	Office
23rd	100	100	Office
24th	100	100	Office
25th	100	100	Office
26th	100	100	Office
27th	100	100	Office
28th	100	100	Office
29th	100	100	Office
30th	100	100	Office
31st	100	100	Office
32nd	100	100	Office
33rd	100	100	Office
34th	100	100	Office
35th	100	100	Office
36th	100	100	Office
37th	100	100	Office
38th	100	100	Office
39th	100	100	Office
40th	100	100	Office
41st	100	100	Office
42nd	100	100	Office
43rd	100	100	Office
44th	100	100	Office
45th	100	100	Office
46th	100	100	Office
47th	100	100	Office
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62nd	100	100	Office
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100th	100	100	Office

Borough Superintendent