

Application: Coney Island Preparatory Public Charter School

Melissa Wasley - Mwasley@coneyislandprep.org
2023-2024 Annual Report

Summary

ID: 0000000094
Last submitted: Oct 31 2024 05:20 PM (EDT)

Entry 1 – School Information and Cover Page

Completed - Oct 31 2024

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 2023-2024 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, 2024**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL 800000063971

b. Unofficial or Popular School Name

Coney Island Prep

c. CHARTER AUTHORIZER (As of June 30th, 2024)

Please select the correct authorizer as of June 30, 2024 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 2023-2024 School Year

1472

j. Total Enrollment on June 30, 2024 - excluding Pre-K program enrollment

1375

k. Grades Served

Grades served during the 2023-2024 school year (exclude Pre-K program students):

Responses Selected:

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

I. Charter Management Organization/Educational Management Organization

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

No

FACILITIES INFORMATION

m. FACILITIES: Owned, rented, leased to educate students

Will the school maintain or operate multiple sites in 2024-2025?

	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 Served at Site for 2023-2024 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2024-2025 school 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		bharper@coneyislandprep.org
Operational Leader	Erin Swide	Director of Operations	718-676-4755		ESwide@coneyislandprep.org
Compliance Contact	Melissa Wasley	Director of Compliance and Student Services	929-379-3901		Mwasley@coneyislandprep.org
Complaint Contact	Leslie Bernard Joseph	Chief Executive Officer	929-379-3901		Ljoseph@coneyislandprep.org
DASA Coordinator	Brittany Harper	Principal	718-676-4755		bharper@coneyislandprep.org
Phone Contact for After Hours Emergencies	Erin Swide	Director of Operations	718-676-4755		ESwide@coneyislandprep.org

m1b. Is site 1 in public space or in private space?

Public Space

m1c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Co-Located with a District School

m1d. 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

School Site 2**m2. SCHOOL SITES**

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2023-2024 School Year (K-5, 6-9, etc.)	Grades to Be Served at Site for 2024-2025 School 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		Cdewar@coneyislandprep.org
Operational Leader	Kevin Pesantez	Director of Operations	929-277-1200		Kpesantez@coneyislandprep.org
Compliance Contact	Melissa Wasley	Director of Compliance and Student Services	929-379-3901		Mwasley@coneyislandprep.org
Complaint Contact	Leslie Bernard Joseph	Chief Executive Officer	929-379-3901		Ljoseph@coneyislandprep.org
DASA Coordinator	Crystal Dewar	Principal	929-277-1200		Cdewar@coneyislandprep.org
Phone Contact for After Hours Emergencies	Kevin Pesantez	Director of Operations	929-277-1200		Kpesantez@coneyislandprep.org

m2b. Is site 2 in public space or in private space?

Private Space

m2c. Is site 2 in a co-located or not in a co-located facility?

Responses Selected:

No Co-Located

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

m2e. 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, 2024.

Fire inspection certificates must be updated annually. For the upcoming school year 2024-2025, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 1, 2024, submission of the Annual Report and the November 1 Annual Report submission please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 1, 2024.

Site 2 Certificate of Occupancy (COO)

[CIP_Certificate of Occupancy_\(1\)_ \(1\).pdf](#)

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

Site 2 Fire Inspection Report

This is required, marked optional for administrative purposes.

School Site 3

m3. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2023-2024 School Year (K-5, 6-9, etc.)	Grades to Be Served at Site for 2024-2025 School 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	Ladeidra McCullough	Principal	718-513-6951		Lmccullough@coneyislandprep.org .
Operational Leader	Yemisi Nassirou	Director of Operations	718-513-6951		Ynassirou@coneyislandprep.org .
Compliance Contact	Melissa Wasley	Director of Compliance and Student Services	929-379-3901		Mwasley@coneyislandprep.org .
Complaint Contact	Leslie Bernard Joseph	Chief Executive Officer	929-379-3901		Ljoseph@coneyislandprep.org .
DASA Coordinator	Ladeidra McCullough	Principal	718-513-6951		Lmccullough@coneyislandprep.org .
Phone Contact for After Hours Emergencies	Yemisi Nassirou	Director of Operations	718-513-6951		Ynassirou@coneyislandprep.org .

m3b. Is site 3 in public space or in private space?

Public Space

m3c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Co-Located with a District School

m3d. 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 Served at Site for 2023-2024 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2024-2025 school 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	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		Cboise@coneyislandprep.org
Operational Leader	Melissa Wasley	Interim Director of Operations	718-676-1063		Mwasley@coneyislandprep.org
Compliance Contact	Melissa Wasley	Director of Compliance and Student Services	929-379-3901		Mwasley@coneyislandprep.org
Complaint Contact	Leslie Bernard Joseph	Chief Executive Officer	929-379-3901		Ljoseph@coneyislandprep.org
DASA Coordinator	Christy Boise	Principal	718-676-1063		Cboise@coneyislandprep.org
Phone Contact for After Hours Emergencies	Melissa Wasley	Interim Director of Operations	718-676-1063		Mwasley@coneyislandprep.org

m4b. Is site 4 in public space or in private space?

Private Space

m4c. Is site 4 in a co-located or not in a co-located facility?

Responses Selected:

Not Co-Located

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

m4e. 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, 2024.

Fire inspection certificates must be updated annually. For the upcoming school year 2024-2025, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 1, 2024, submission of the Annual Report and the November 1 Annual Report submission please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 1, 2024.

Site 4 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

Site 4 Fire Inspection Report

This is required, marked optional for administrative purposes.

[FY25 HS FDNY Inpection Report .pdf](#)

Filename: FY25 HS FDNY Inpection Report .pdf **Size:** 269.3 kB

School Site 5

m5. SCHOOL SITES

Please provide information on Site 5 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2023-2024 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2024-2025 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 5						

m5a. Please provide the contact information for Site 5.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader					
Operational Leader					
Compliance Contact					
Complaint Contact					
DASA Coordinator					
Phone Contact for After Hours Emergencies					

m5b. Is site 5 in public space or in private space?

(No response)

m5c. Is site 5 in a co-located or not in a co-located facility?

No Responses Selected

m5d. 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 5						

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

m5e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 5 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, 2024.

Fire inspection certificates must be updated annually. For the upcoming school year 2024-2025, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 1, 2024, submission of the Annual Report and the November 1 Annual Report submission please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 1, 2024.

Site 5 Certificate of Occupancy (COO)

Site 5 Fire Inspection Report

This is required, marked optional for administrative purposes.

n. List of owned, rented, leased facilities not used to educate students and the purpose of each.

Separate by semi-colon (;)

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

o1. Total Number of School Calendar Days

177

o2. Total Number of Instructional Hours by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

January 2024	17
February 2024	15
March 2024	19
April 2024	15
May 2024	21
June 2024	14
July 2023	0
August 2023	4
September 2023	19
October 2023	18
November 2023	19
December 2023	16

CHARTER REVISIONS DURING THE 2023-2024 SCHOOL YEAR

p. Summary of Material and Non-Material Charter Revisions approved or pending in 2023-2024, including updates to the school's board of trustees' bylaws, enrollment policy, discipline policy, or complaint policy.

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

Does the school have any material or non-material revisions approved or pending?

No

ATTESTATIONS

q. Name/Position of Person Completing/Submitting the 2023-2024 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	347-450-9395
Email	Mwasley@coneyislandprep.org

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 7 (Employee Fingerprint Requirements Attestation):

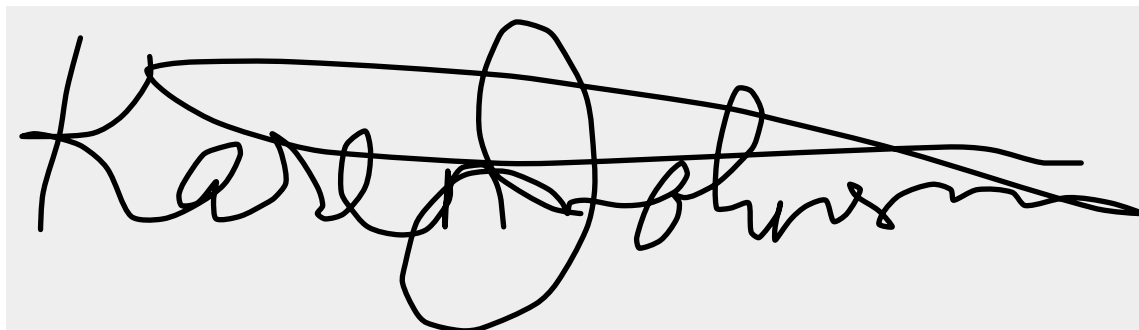
Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

Responses Selected:

Yes

Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Date

Jul 23 2024



Thank you.

Entry 2 – Links to Critical Documents on School Website

Completed - Oct 31 2024

Instructions

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (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. All links must be readily found on the school's website.

1. Current Annual Report (i.e., 2023-2024 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York

State law;^[2] (Even if there is no school data yet reported, provide a direct web link to the most recent [New York State School Report Card](#) for the charter school.

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 July 2023 [Emergency Response Plan Memo](#) – Charter Schools Only);
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., Repost when financials have been submitted in November.)

^[2] SRC data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: Coney Island Preparatory Public Charter School

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (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. All links must be readily found on the school's website.

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2023-2024 Annual Report)	https://coneyislandprep.org/accountability-reports/
2. Board meeting notices, agendas and documents	https://coneyislandprep.org/accountability-reports/
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law; (Even if there is no school data yet reported, provide a direct web link to the most recent New York State School Report Card for the charter school.	https://data.nysed.gov/profile.php?instid=800000063971
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
4b. Authorizer-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	https://coneyislandprep.org/wp-content/uploads/2023/10/FY24-CIP-District-Wide-Safety-Plan.pdf
6. Authorizer-approved FOIL Policy	https://docs.google.com/document/d/1MO2V-LLuRdsD08VXNEggOpt77cF856ojgLXqIJw2blo/edit#heading=h.norhu4jfc0g0
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://docs.google.com/document/d/1MO2V-LLuRdsD08VXNEggOpt77cF856ojgLXqIJw2blo/edit#



Thank you.

Entry 3 – Board of Trustees Disclosure of Financial Interest Form

Completed - Oct 31 2024

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 2023-2024 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) due **no later than 11:59 PM on August 1, 2024**. 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 2023-2024 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.

[FY25 Brian Buckmire Financial Disclosure](#)

Filename: FY25_Brian_Buckmire_Financial_Disclosure.pdf Size: 468.8 kB

[FY25 Joe Herrera Board Financials](#)

Filename: FY25_Joe_Herrera_Board_Financials.pdf Size: 366.8 kB

[FY25 Josh Wolfe Board Financial Disclosure Form](#)

Filename: FY25_Josh_Wolfe_Board_Financial_Di_yKJvTFM.pdf Size: 243.0 kB

[FY25 Jacob Mnookin Financial Disclosure Form](#)

Filename: FY25_Jacob_Mnookin_Financial_Disc_XZaIDVd.pdf Size: 872.7 kB

[FY25 Nkonye Okoh Financial Disclosure Form](#)

Filename: FY25_Nkonye_Okoh_Financial_Disclosure_Form.pdf Size: 673.0 kB

[FY24 Julie Goran DOF](#)

Filename: FY24_Julie_Goran_DOF.pdf Size: 612.0 kB

[FY24 Norian Watson - Trustee Disclosure Form](#)

Filename: FY24_Norian_Watson_-_Trustee_Disc_MERSWkj.pdf Size: 389.6 kB

[Joseph Talia Board Financial Disclosure Form](#)

Entry 4 – Board of Trustees Membership Table

Completed - Oct 31 2024

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 4 – Board of Trustees Membership 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.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2023-2024 Board Member Information (Enter info for each BOT member)

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	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 2023- 2024
1	Josh Wolfe	josh.wolfe@luxcapital.com	Chair	Fundraising; Governance;Facilities	Yes	3	07/01/2022	06/30/2025	7
2	Joe Herrera	joe.herrera78@gmail.com	Trustee/ Member	Trustee/ Member	Yes	2	08/01/2021	07/31/2024	6
3	Samantha Tweedy	Tweedy@robinhood.org	Trustee/ Member	Fundraising; Academic Accountability	Yes	2	03/02/2022	03/01/2025	5 or less
4	Jacob Mnookin	jmnookin@gmail.com	Secretary	Academic Accountability	Yes	2	06/21/2023	06/20/2026	8
5	Brian Buckmire	brian.buckmire719@gmail.com	Trustee/ Member	Fundraising; Governance	Yes	2	07/01/2023	03/01/2025	6
6	Joseph Talia	joseph.talia@gmail.com	Trustee/ Member	Finance	Yes	2	07/01/2023	06/30/2026	6
7	Norian Watson	norian.watson@gmail.com	Trustee/ Member	Finance	Yes	1	01/18/2024	01/13/2027	5 or less

8	Nkonye Okoh Soetan	nkonye.s.okoh@jpmorgan.com	Trustee/Member	Finance; Facilities	Yes	2	12/31/2021	12/30/2024	5 or less
9	Julie Goran	Julie_goran@mckinsey.com	Trustee/Member	Facilities	Yes	2	06/01/2022	05/31/2025	8

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

No

2. Number of board meetings conducted in 2023-2024

12

3. Number of board meetings scheduled for the 2024-2025 school year

12

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total number of Voting Members on June 30, 2024	9
b. Total number of Voting Members added during the 2023-2024 school year	1
c. Total number of Voting Members who left the board during 2023-2024 school year	0
d. Total Maximum Number of Voting Members in 2023-2024; as set by the board in bylaws, resolution, or minutes	9

Thank you.

Entry 6 – Enrollment & Retention

Completed - Oct 31 2024

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2023-2024 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWD), English Language Learner(s) (ELL), 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 2024-2025.

*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 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2023-2024	Describe Recruitment Plans in 2024-2025
Students with Disabilities	Coney Island Prep continues to serve a student population of over 20% of students with disabilities which exceeds the percentage for our district as a whole.	Coney Island Prep will continue to serve a student population of over 20% of students with disabilities which exceeds the percentage for our district as a whole.
English Language Learners	Our applications, recruitment and marketing materials are available in a variety of languages that reflect our community (English, Spanish, Russian, & 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 have 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. 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. Finally, we will ensure that we are reaching out to new immigrant communities especially those arriving from Ukraine and Mexico to ensure they are aware of the opportunity to enroll in our school.	Our applications, recruitment and marketing materials will continue to be available in a variety of languages that reflect our community (English, Spanish, Russian, & 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 have 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. 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. Finally, we will ensure that we are reaching out to new immigrant communities especially those arriving from Ukraine and Mexico to ensure they are aware of the opportunity to enroll in our school.
Economically Disadvantaged	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	We will continue to run 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

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. 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. New this year were our visits with Headstarts serving predominantly low-income students as well as inviting staff from those centers to visit our schools.

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. 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. New this year were our visits with Headstarts serving predominantly low-income students as well as inviting staff from those centers to visit our schools.

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2023-2024	Describe Retention Plans in 2024-2025
Students with Disabilities	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. Additionally, we will continue to expand our knowledge of trauma-informed practices and utilize proven methods that allow us to support our students' needs.	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. Additionally, we will continue to expand our knowledge of trauma-informed practices and utilize proven methods that allow us to support our students' needs.
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> <p>During the FY25 school year, we plan to continue to run our summer program to provide additional support and resources for our ELL scholars.</p>
Economically Disadvantaged	Coney Island Prep has always and continues to serve a population that is over 85% economically disadvantaged, exceeding the rate	Coney Island Prep has always and continues to serve a population that is over 85% economically disadvantaged, exceeding the rate

	<p>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. We also plan to continue to expand our after-school programming, so that more students have equitable access to extracurricular activities.</p>	<p>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. We also plan to continue to expand our after-school programming, so that more students have equitable access to extracurricular activities.</p> <p>During the FY25 school year, we plan to continue to run our summer program to provide additional support and resources for our economically disadvantaged scholars.</p>
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Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Oct 31 2024

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel 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] 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 [NYSED CSO Employee Clearance and Fingerprint Memo](#) or visit the NYSED website at [Who Must Be Fingerprinted Charts](#) for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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](#).

Attestation

Responses Selected:

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

Entry 9 – School Calendar

Completed - Oct 31 2024

[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 it **no later than 11:59 PM on August 1, 2024**. Charter schools must upload a final school calendar into the portal and may do so at any time but **no later than 11:59 PM on September 16, 2024**.

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.

Sample Calendar:

12 Month Calendar 2021-2022				
184 Instructional Days				
July				
Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
August				
Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
September (18)				
Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	
October (20)				
Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
November (18)				
Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
December (17)				
Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
January (20)				
Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
February (15)				
Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				
March (23)				
Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
April (15)				
Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
May (21)				
Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
June (17)				
Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Staff Report - August 23rd

Early Dismissal Days

Holiday/Recess (No Students or Staff)

Superintendent's Conference Day (No School for Students)

Regents and School-level Exams

September 8, 2021 All Grade Levels Report

June 24, 2022 - Last Day of School

[FY25 CIP Calendar \[DRAFT\]](#)

Filename: FY25_CIP_Calendar_DRAFT.pdf Size: 251.9 kB

Entry 11 – Progress Toward Goals

Completed - Sep 16 2024

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 **no later than 11:59 PM on September 16, 2024**.

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 11:59 PM on November 1, 2024**.

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

Entry 11 – 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, 2024.

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, 2024**.

2023-2024 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 response)

2023-2024 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 Meet	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 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				
Academic Goal 41				

Academic Goal 42				
Academic Goal 43				
Academic Goal 44				
Academic Goal 45				
Academic Goal 46				
Academic Goal 47				
Academic Goal 48				
Academic Goal 49				
Academic Goal 50				
Academic Goal 51				
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Academic Goal 58				
Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

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 response)

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 11 – Progress Toward Goals (SUNY-Authorized Charter Schools Only)

Completed - Oct 31 2024

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, 2024.

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

[2023-24 K-12 Accountability Plan Progress Report \(APPR\)](#)

Filename: 2023-24_K-12_Accountability_Plan_P_hXcqWNG.pdf Size: 771.9 kB

Entry 12 – Audited Financial Statements

Completed - Oct 31 2024

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 11:59 PM on November 1, 2024**. 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 11:59 PM on November 1, 2024**. 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 2024 but will be identified as a required task thereafter and due on November 1, 2024. This is a required task, and it is marked optional for administrative purposes only.

[FY24 CIP Audited Financials](#)

Filename: FY24_CIP_Audited_Financials.pdf Size: 501.2 kB

Entry 12a – Audited Financial Report Template (SUNY)

Incomplete

[Instructions - SUNY-Authorized Charter Schools ONLY](#)

The Audited Financial Statement Template is no longer required by the SUNY Charter Schools Institute for school year 2023-24 annual reporting. This section is marked optional and no response is required for this section.

Entry 13 – Fiscal Year 2024-2025 Budget

Completed - Oct 31 2024

SUNY-authorized charter schools should download the [2024-2025 Budget and Quarterly Report Template and the 2024-2025 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 no later than 11:59 PM on November 1, 2024.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY25 Budget using the [2024-2025 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due**

no later than 11:59 PM on November 1, 2024.

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.

[2024-2025 Annual Budget \(3\)](#)

Filename: 2024-2025_Annual_Budget_3.xlsx **Size:** 532.9 kB

[FY24 Budget Narrative Questionnaire](#)

Filename: FY24_Budget_Narrative_Questionnaire.pdf **Size:** 64.6 kB

Optional Additional Documents to Upload (BOR)

Incomplete

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

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.

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

-

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:

(920) 471-3893

Business Address:

49 Wall Street Suite #1100, New York, NY, 10005

E-mail Address:

brian.buckmire719@gmail.com

Home Telephone:

N/a

Home Address:

10 Timber Court, Highland NY 12528

A large, stylized handwritten signature in black ink, consisting of several overlapping loops and flourishes.

07/25/2024

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

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:

917-450-6174

Business Address:

7101 Bay Parkway Unit 6c Brooklyn, NY 11204

E-mail Address:

joe.herrera78@gmail.com

Home Telephone:

917-450-6174

Home Address:

334 winfield Avenue Jersey City, New Jersey 07305



07/25/2024

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:

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**

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

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:

646-723-0704

Business Address:

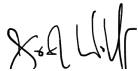
920 Broadway 11Fl New York, NY 10010

E-mail Address:

josh.wolfe@luxcapital.com

Home Telephone:

Home Address:



07/25/2024

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:

Jacob Mnookin

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.

I am the founder and former Executive Director of Coney Island Prep. I began working full-time on Coney Island Prep in September 2007, and my last day as a full time employee was June 30th, 2020. My salary varied over the years. When I began, my salary was approximately \$115,000. As the Executive Director I was ultimately responsible for all aspects of the school including academics, operations, school culture, facilities, finance, fundraising, compliance, etc..... I was hired by and reported directly to the Board of Trustees.

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

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:

(718) 208-3102

Business Address:

551 Argyle Rd., Brooklyn, NY 11230

E-mail Address:

jmnookin@gmail.com

Home Telephone:

(718) 208-3102

Home Address:

551 Argyle Rd., Brooklyn, NY 11230



07/25/2024

Signature

Date

Acceptable signature formats include:

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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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Business Telephone:

212 622-4138

Business Address:

303 Madison Ave NY NY

E-mail Address:


mshokoh@yahoo.com

Home Telephone:

N/A

Home Address:

12145 More NY NY



Signature **Date** 7/25/2024

Acceptable signature formats include:

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last revised 04/2022

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

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

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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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



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:

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

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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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Norian Watson

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:

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

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

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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:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Joseph Talia

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Coney Island Prep Central 2024-2025 Base Calendar						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Full Day Schedule (Unless Otherwise Noted)	Full Day Schedule (Unless Otherwise Noted)	Full Day Schedule (Unless Otherwise Noted)	Full Day Schedule (Unless Otherwise Noted)	Half Day Schedule	
July 2024						
7	8	9	10	11	12	13
	First Day of Summer Program @ UES					
14	15	16	17	18	19	20
	K-8 P/DOO/Ops Summer Work Begins					
21	22	23	24	25	26	27
	P/DOO Week					
	New to CIP Instructional Leaders Orientation (VPs & SpEd Deans)					
	9-12 P/DOO/Ops Summer Work Begins		Summer Ops PD @ LES			
	Ops Summer Interns Begin					
August 2024						
28	29	30	31	1	2	3
	Summer Leader PD (VPs, Deans, Social Work)					
	BOY Goal Setting Begins		Summer Ops PD @ HS			
4	5	6	7	8	9	10
	Summer Leader PD (VPs, Deans, Social Work)					
	New Staff Orientation	New Staff Orientation	New Staff Orientation	New Staff Orientation	New Staff Orientation	
		Last Day of Summer Program @ UES	Summer Ops PD @ MS			
11	12	13	14	15	16	17
	Blackout Date	Bulletin Board / Classroom Setup				

Coney Island Prep Central 2024-2025 Base Calendar															
Sunday		Monday		Tuesday		Wednesday		Thursday		Friday		Saturday			
		All Staff Orientation @ CIPMS		All Staff Orientation		All Staff Orientation		All Staff Orientation		All Staff Orientation					
				CIPUES New Family Orientaion (4:30 to 6:00 pm)		Summer Ops PD @ UES		CIPMS New Family Orientation Tentative Time: 3 PM - 4 PM		[Insert Campus] Staff BOY Celebration					
						CIPHS New Family Orientaion (4:30 to 6:00 pm)		CIPLES New Family Orientation 4:30 PM - 6:30PM							
18		19		20		21		22		23		24			
		Bulletin Board / Classroom Setup													
		All Staff Orientation		All Staff Orientation		All Staff Orientation		All Staff Orientation		All Staff Orientation					
		HS Regents Exams		HS Regents Exams											
25		26		27		28		29		30		31			
		Scholar Orientation Week										Sustainable Friday			
		First Day of School LES: Grade K UES: Grade 3 MS: Grade 6 HS: Grade 9		First Day of School LES: Grade K UES: Grade 3-4 MS: Grade 6-7 HS: Grade 10		First Day of School LES: Grade K-2 UES: Grade 3-5 MS: Grade 6-8 HS: Grade 11-12		First Day of School - All Grades		No Students PD Day #1 (8am - 2pm)/ (IN PERSON) No Ops PD/Culture PD on this Day					
		Early Release - [insert time] Dismissal		Early Release - [insert time] Dismissal		Early Release - [insert time] Dismissal		Early Release - [insert time] Dismissal		Affinity Group Meetings (1pm-2pm)					
September 2024															
Latinx & Hispanic Heritage Month (Sept. 15th - Oct. 15th)															
1		2 Labor Day		3		4		5		6		7			
				Blackout Date											
				First Full Day of School											
Goal: Finalize GenEd Bus															

Coney Island Prep Central 2024-2025 Base Calendar						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Labor Day (Network Office Closed)	SpEd Bus Service Begins (K-12)	BOY mClass Testing Begins Grades K-5		Goal: Finalize GenEd Bus Routes with Families (K-5)	
		Goal: Share GenEd Bus Routes with Families (K-5)				
8	9	10	11	12	13	14
	GenEd Bus Service Begins (K-5)			P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm	BOY mClass Testing Ends Grades K-5	15th Anniversary Community Event?
15	16	17	18	19	20	21
Latinx & Hispanic Heritage Month Begins	Fall MAP NWEA Begins Grades K-10	SLD Meeting @ WHALE Pod 9 am - 3:30 pm		NYSITELL Bubble Sheet Printing Deadline		15th Anniversary Community Event?
	After School Begins					
22	23	24	25	26	27	28
			SW Meeting @ WHALE Pod 9:00 am - 11:30 am			15th Anniversary Community Event?
			Fall MAP NWEA Ends (Including Makenps) Grades K-10			
October 2024						
29	30	1	2	3 Rosh Hashanah	4 Rosh Hashanah	5
		Classroom Refresh				
				GenEd Alt Day 1/5	GenEd Alt Day 2/5	
	Fall 2x2 Conversations Begin					

Coney Island Prep Central 2024-2025 Base Calendar						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6	7	8	9	10	11	12 Yom Kippur
				Blackout Date	Sustainable Friday	
					No Students PD Day #2 (8am - 2pm)/ (VIRTUAL) Ops PD (8am - 2pm) Culture PD (9:45-12:15) Affinity Group Meetings	
13	14 Indigenous People's Day	15	16	17	18	19
	Indigenous People's Day (Network Office Closed)	Blackout Date	PSAT Day	P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm		
		Latinx & Hispanic Heritage Month Ends	Fall Insight Begins (Tentative)	BIPOC Job Fair/Networking Event @ WHALE Pod 5:00pm - 8:00pm		
20	21	22	23	24	25	26
		SLD Meeting @ WHALE Pod 9 am - 3:30 pm	Dean Meeting @ WHALE Pod 9:00 am - 11:30 am		Fall 2x2 Conversations End	
			Teacher Appreciation Day			
November 2024						
	Native American Heritage Month					
27	28	29	30	31	1 Diwali	2
	Fall Leader (P/DOO) 360 Surveys					
	Bulletin Board & Classroom Refresh					
			Fall Insight Ends (Tentative)		GenEd Alt Day 3/5?	
			MS School Collaboration Visit		End of Quarter 1	
3	4	5 Election Day	6	7	8	9

Coney Island Prep Central 2024-2025 Base Calendar						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		Election Day No Students / No School (Network Office Closed)			Q1 Gradebooks Close	
10	11 Veteran's Day	12	13	14	15	16
	Fall Staff Survey Week (MOY Self Evals & Peer Surveys)					
	PD Day #3 (8am - 4pm) (IN PERSON) Ops PD (10am - 4pm) @ UES Culture PD (9:45-12:15) Affinity Group Meetings (1pm-2pm)		HS School Collaboration Visit			
17	18	19	20	21	22	23
	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)	
			SW Meeting @ WHALE Pod 9:00 am - 11:30 am	P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm		
	After School Cancelled	After School Cancelled	After School Cancelled	After School Cancelled		
24	25	26	27	28 Thanksgiving	29	30
	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 2024						
1	2	3	4	5	6	7
	Classroom Refresh					
	Mid-Year Evaluations	Mid-Year Evaluations	Mid-Year Evaluations	Mid-Year Evaluations	Mid-Year Evaluations	
	Blackout Date		LES School Collaboration Visit			

Coney Island Prep Central 2024-2025 Base Calendar						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8	9	10	11	12	13	14
	Mid-Year Evaluations	Mid-Year Evaluations	Mid-Year Evaluations	Mid-Year Evaluations	Mid-Year Evaluations	
					[Insert Campus] Staff MOY Holiday Celebration	
15	16	17	18	19	20	21
		SLD Meeting (VPs/SDs Only) @ WHALE Pod 9 am - 3:30 pm	Dean Meeting @ WHALE Pod 9:00 am - 11:30 am	P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm	Blackout Date	
22	23	24	25 Christmas	26	27	28
	Winter Break	Winter Break (Network Office Closed)	Winter Break (Network Office Closed)	Winter Break (Network Office Closed)	Winter Break (Network Office Closed)	
January 2025						
29	30	31	1 New Year's Day	2	3	4
	Winter Break (Network Office Closed)	Winter Break (Network Office Closed)	Winter Break (Network Office Closed)	Winter Break	Blackout Date PD Day #4 (8am - 4pm) (IN PERSON) Ops PD (10am - 4pm) Culture PD (9:45-12:15) Affinity Group Meetings (1pm-2pm)	
5	6	7	8	9	10	11
	Blackout Date	Classroom Refresh				
			UES School Collaboration Visit			
12	13	14	15	16	17	18
	Winter MAP NWEA Begins Grades K-8	CIPMS & CIPHS Vision Screening	CIPMS & CIPHS Vision Screening	P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm	Blackout Date	

Coney Island Prep Central | 2024-2025 Base Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	MOY mClass Testing Begins Grades K-5			8:30 am - 4:30 pm		
19	20 MLK Jr Day	21	22	23	24	25
	MLK Jr. Day (Network Office Closed)	Blackout Date	HS Regents Exams Mock Regents & Mock APs	HS Regents Exams Mock Regents & Mock APs	HS Regents Exams	
		HS Regents Exams Mock Regents & Mock APs	Winter MAP NWEA Ends (Including Makeups) Grades K-8			
			MOY mClass Testing Ends Grades K-5			
26	27	28	29 Lunar New Year	30	31	1
	Bulletin Board & Classroom Refresh					
	CIPLES & CIPUES Vision Screening	CIPLES & CIPUES Vision Screening	CIPLES & CIPUES Vision Screening		MS Grade 8 Visits HS	
	WHALE LT Retreat	WHALE LT Retreat	GenEd Alt Day 4/5?		End of Quarter 2	
			SW Meeting @ WHALE Pod 9:00 am - 11:30 am			
			WHALE LT Retreat			

February 2025

		Black History Month						
2		3	4	5	6	7	8	
		Winter MAP NWEA Begins Grades 9-10			P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm	Q2 Gradebooks Close		
		Spring 2x2 Conversations Begin				UES Grade 5 Visits MS		
						Winter MAP NWEA Ends <i>(Including Makeups)</i> Grades 9-10		
9		10	11	12	13	14	15	

Coney Island Prep Central | 2024-2025 Base Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Test Prep Launches	UES SLD: MOY Data Analysis @ WHALE Pod 9 am - 3:30 pm	MS SLD: MOY Data Analysis @ WHALE Pod 9 am - 3:30 pm	LES SLD: MOY Data Analysis @ WHALE Pod 9 am - 3:30 pm	Blackout Date	
	HS SLD: MOY Data Analysis @ WHALE Pod 9 am - 3:30 pm				Quarter 2 Conferences (Hybrid)	
	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		
	After School Cancelled	After School Cancelled	After School Cancelled	After School Cancelled	Sustainable Friday	
16	17 President's Day	18	19	20	21	22
	Mid-Winter Break (Network Office Closed)	Mid-Winter Break	Mid-Winter Break	Mid-Winter Break	Mid-Winter Break	
23	24	25	26	27	28	1 Ramadan Begins
	Blackout Date		Dean Meeting @ WHALE Pod 9:00 am - 11:30 am		Spring 2x2 Conversations Emd	
					LES Grade 2 Visits UES	

March 2025

	Women's History Month					
2	3	4	5	6	7	8
	Classroom Refresh					
	School Social Work Appreciation Day	SLD Meeting @ WHALE Pod 9 am - 3:30 pm	CIPMS Dental Screening	P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm		
	CIPUES Dental Screening	CIPUES Dental Screening		BIPOC Job Fair/Networking Event @ WHALE Pod 5:00pm - 8:00pm		
9	10	11	12	13	14	15
	CIPLES Dental Screening	CIPLES Dental Screening	ELA Dress Rehearsal Grade 3-5 CBT	ELA or Science Dress Rehearsal Grade 3-5 CBT	No Students PD Day #5 (8am-4pm) (IN PERSON) Ops PD (10am-4pm) Culture PD (9:45-12:15)	
			Early Release - [insert time] Dismissal Gr 3-8 Only	Early Release - [insert time] Dismissal		

Coney Island Prep Central 2024-2025 Base Calendar													
Sunday		Monday		Tuesday		Wednesday		Thursday		Friday		Saturday	
							CIPHS Dental Screening	[insert time] Dismissal Gr 3-8 Only			Affinity Group Meetings (1pm-2pm)		
16		17		18		19		20		21		22	
		Spring Leader (P/DOO) 360 Surveys											
		ELA Dress Rehearsal Grade 6-8 CBT		ELA or Science Dress Rehearsal Grade 6-8 CBT		SAT Day		School Leader Retreat		School Leader Retreat			
		Early Release - [insert time] Dismissal Gr 6-8 Only		Early Release - [insert time] Dismissal Gr 6-8 Only									
23		24		25		26		27		28		29	
		Classroom Refresh											
				SW Meeting @ WHALE Pod 9:00 am - 11:30 am		Math Dress Rehearsal Grade 3-8 CBT		Math or Science Dress Rehearsal Grade 3-8 CBT		Blackout Date			
						Early Release - [insert time] Dismissal Gr 3-8 Only		Early Release - [insert time] Dismissal Gr 3-8 Only					
April 2025													
		National Arab American Heritage Month											
30		31 Eid al-Fitr		1		2		3		4		5	
		Eid al-Fitr (No School)		Blackout Date		Leader Appreciation Day (Deans & VPs)		Spring Planning P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm					
6		7		8		9		10		11		12	
		Spring Staff Survey Week (MOY Self Evals & Peer Surveys)											
				HS Mock Regents Exams		HS Mock Regents Exams		HS Mock Regents Exams		Blackout Date			
										HS Mock Regents Rating Day			

Coney Island Prep Central 2024-2025 Base Calendar								
Sunday		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
						No Students Gr9-12 Only		
13		14	15	16	17	18 Good Friday	19	
		Spring Break	Spring Break	Spring Break	Spring Break	Spring Break		
20 Easter		21	22 Passover	23 Passover	24 Passover	25 Passover	26 Passover	
		Blackout Date	Dean Meeting @ WHALE Pod 9:00 am - 11:30 am	NYS ELA Test Grade 3-8 CBT	NYS ELA Test Grade 3-8 CBT	End of Quarter 3		
		Spring Insight Begins (Tentative)		Early Release - [insert time] Dismissal Gr 3-8 Only	Early Release - [insert time] Dismissal Gr 3-8 Only			
May 2025								
	Asian-Pacific American Heritage Month							
27 Passover		28 Passover	29 Passover	30 Passover	1	2	3	
		Bulletin Board & Classroom Refresh						
		EOY Evaluations	EOY Evaluations	EOY Evaluations	EOY Evaluations	EOY Evaluations		
			Spring Planning P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm		Principal/DOO Appreciation Day	Q3 Gradebooks Close		
					College Decision Day			
					Surfside Soiree Time: TBD			
4		5	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]		

Coney Island Prep Central 2024-2025 Base Calendar								
Sunday		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
		[Tentative - HS AP Exams]	[Tentative - HS AP Exams]	NYS Math Test Grade 3-8 CBT	NYS Math Test Grade 3-8 CBT	Spring Insight Ends (Tentative)		
				Early Release - [insert time] Dismissal Gr 3-8 Only	Early Release - [insert time] Dismissal Gr 3-8 Only			
11		12	13	14	15	16	17	
		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)	Network Wide Registration Event	
		[Tentative - HS AP Exams]	[Tentative - HS AP Exams]	[Tentative - HS AP Exams]	[Tentative - HS AP Exams]	[Tentative - HS AP Exams]		
		After School Cancelled	After School Cancelled	NYS Science Test Grade 5 & Grade 8 CBT	Spring Planning P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm	FY26 Offer Letters Sent		
				After School Cancelled	After School Cancelled			
18		19	20	21	22	23	24	
		EOY mClass Testing Begins Grades K-5	SLD Meeting @ WHALE Pod 9 am - 3:30 pm	SW Meeting @ WHALE Pod 9:00 am - 11:30 am	Blackout Date	Memorial Weekend Break (Network Office Closed)		
		Spring MAP NWEA Begins Grades K-10						
25		26 Memorial Day	27	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 (3:00 pm - 4:00 pm)		
						EOY mClass Testing Ends Grades K-5		
						Spring MAP NWEA Ends <i>(Including Makeups)</i> Grades K-10		

Coney Island Prep Central 2024-2025 Base Calendar								
Sunday		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
						Q4 Gradebooks Close		
						[Insert Campus] Staff EOY Celebration		
June 2025								
Carribbean American Heritage Month LGBTQIA Pride Month								
1		2	3	4	5	6	7	
			Spring Planning: P/DOO Meeting @ WHALE Pod 8:30 am - 4:30 pm	HS Regents Exams Life Science: Biology, Earth, Space Sciences	After School Ends	CIPHS Graduation		
						K-8 Retention Conversations with Families Complete		
8		9	10	11	12	13	14	
		Q4 Report Cards Sent Home	HS Regents Exams: Geometry		Early Release - [insert time] Dismissal Gr K-8 Only	K-8 Last Day of Instruction		
					K-8 Staff Close Out Appts (After Dismissal)	K-8 Retention Letters Sent Home		
					K-8 Staff Close Out Appts (After Dismissal)	K-8 Staff Close Out Appts (After Dismissal)		
15		16	17	18	19 Juneteenth	20	21	
		K-8 SLT & Ops EOY Close Out	K-8 SLT & Ops EOY Close Out	K-8 SLT & Ops EOY Close Out	Juneteenth (Network Office Closed)	K-12 Last Day of School		
						K-8 SLT & Ops EOY Close Out		
		9-12 Last Day of Instruction	HS Regents Exams	HS Regents Exams		K-8 Final Retention List Shared with Nework Team		
			Quarter 4 Conferences -Gr 9-12 Only	Quarter 4 Conferences -Gr 9-12 Only		HS Regents Exams		
						Quarter 4 Conferences -Gr 9-12 Only		
22		23	24	25	26	27	28	
		HS Regents Exams	HS Regents Exams	HS Regents Exams	HS Regents Exams <i>Rotation Day</i>	9-12 Retention Conversations with Families Complete		
						9-12 Retention Letters Sent Home		

Coney Island Prep Central 2024-2025 Base Calendar									
Sunday		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday		
					<i>Kaming Day</i>	9-12 Transcripts Sent Home			
						9-12 Final Retention List Shared with Nework Team			
		Quarter 4 Conferences -Gr 9-12 Only	Quarter 4 Conferences -Gr 9-12 Only	Quarter 4 Conferences -Gr 9-12 Only	Quarter 4 Conferences -Gr 9-12 Only	Quarter 4 Conferences -Gr 9-12 Only			
					Last Day for Staff	HS Only - SLT, Ops, & College Team EOY Close Out			
		Campuses Closed K-8	Campuses Closed K-8	Campuses Closed K-8	Campuses Closed K-8	Campuses Closed K-8			
July 2025									
29		30	1	2	3	4	5		
		ParentSquare & SIS Data Rollovers Begin	Campuses Closed K-12	Campuses Closed K-12	Campuses Closed K-12 (Network Office Closed)	Campuses Closed K-12 (Network Office Closed)			
		Campuses Closed K-12							
6		7	8	9	10	11	12		
		Campuses Closed K-12	Campuses Closed K-12	Campuses Closed K-12	Campuses Closed K-12	Campuses Closed K-12			
13		14	15	16	17	18	19		
		K-8 P/DOO/Ops Summer Work Begins	Campuses Closed 9-12	Campuses Closed 9-12	Campuses Closed 9-12	Campuses Closed 9-12			
		Campuses Closed 9-12							
20		21	22	23	24	25	26		
		P/DOO Week Begins							
		9-12 P/DOO/Ops Summer Work Begins							

Coney Island Prep Central 2024-2025 Base Calendar						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2025						
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
		HS Regents Exams	HS Regents Exams			
24	25	26	27	28	29	30
	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						



Coney Island Prep

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2024

By Abigail Gabriel
Director of Data & Analytics

626 Sheepshead Bay Rd, Suite 560
Brooklyn, NY 11224

929-441-3370

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Karen Johnson (Chief Executive Officer), Liza Potter (Chief Academic Officer) and Abigail Gabriel (Director of Data & Analytics) prepared this 2023-24 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)
Josh Wolfe	Chair	Executive Governance Facilities
Joe Herrera	Officer	Executive Students, Families, and Staff
Joseph Talia	Officer	Finance
Julie Goran	Officer	Fundraising Governance Executive
Nkonye Okoh Soetan	Treasurer	Finance Facilities Executive
Samantha Tweedy	Officer	Academic Accountability Fundraising
Norian Watson	Officer	Students, Families, and Staff

Karen Johnson has served as the CEO since 2024.

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 scholars 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.

As we complete our fifth school year since the beginning of the COVID-19 pandemic, we see significant evidence of our recovery in our scholars' academic outcomes and socio-emotional learning. At the same time, we continue to experience a need for acceleration and intervention to ensure that all of our scholars – not just the numbers experiencing success pre-pandemic – achieve the academic success necessary for postsecondary education and life beyond. This year, as we experienced a CEO transition to lead our organization into its next iteration, we revisited our core academic and intervention curricula to ensure that all scholars had access to high-quality instructional materials and personalized instruction in every classroom; committed additional resources to professional development for our culture and social work teams; restructured our postsecondary team to build greater cohesiveness and alignment between campus- and central-office staff; and developed and began executing strategies to drastically improve our literacy outcomes and ensure that every scholar receives grade-level instruction in every class, every day.

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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
2023-24	82	103	105	118	113	111	117	118	103	107	100	88	67	1,332

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2020-21 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2023-24 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 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2021-22	2018-19	2018	72	0	72
2022-23	2019-20	2019	74	0	74
2023-24	2020-21	2020	69	0	69

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 9th grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 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

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	72	1	73
2022-23	2019-20	2019	74	2	76
2023-24	2020-21	2020	69	1	70

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	72	2	74
2022-23	2018-19	2018	70	3	73
2023-24	2019-20	2019	72	3	75

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:

- **HS:** Scholars who do not earn enough credits in a specific year to be on-track to graduate on time, even with access to credit recovery and/or summer school, may be retained to ensure they can re-take the courses and Regents exams required for graduation
- **K-8:** Scholars who demonstrate little or no mastery of critical grade-level skills and content, as evidenced by class grades in ELA, math, social studies, and science, and/or performance on standardized assessments (e.g. NWEA MAP Growth, mCLASS DIBELS), may be retained to ensure they develop the skills and knowledge necessary for success in next grade without significant remediation

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Each year, 85% of the cohort will graduate in four years and 95% of the cohort will graduate in five years.

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 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	92	95%
2023	85	99%

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, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 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)
2020	2021-22	93	67%
2021	2022-23	86	58%
2022	2023-24	92	65%

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	75	64	85%
2019	2022-23	76	67	88%
2020	2023-24	70	63	90%

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
2017	2021-22	74	72	97%
2018	2022-23	73	66	90%
2019	2023-24	75	70	93%

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 District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	75	64	85%	2,690	83%
2019	2022-23	76	67	88%	2,888	81%
2020	2023-24	70	63	90%	2,888	81%

¹ These data reflect August graduation rates.

² 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 2022-23 results as a temporary placeholder for the district's 2023-24 results.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

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 pathway exams.

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22	Not applicable	Not applicable
2019	2022-23	Not applicable	Not applicable
2020	2023-24	Not applicable	Not applicable

*We do not have any students taking pathway exams.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In the 2022-23 school year, we met our four-year graduation (Graduation Goal Measure 3 - 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 continued return to our core instructional program following the COVID-19 pandemic, and further reduced pandemic-related disruptions. We are proud of these results particularly in light of the retirement of NYSED's Regents waiver; please see additional context below regarding our Regents pass rates.

³ 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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Our current five-year cohort (entering 2019) was perhaps the grade most affected by the pandemic; they completed 9th grade and participated in all of 10th grade virtually, which affected credit accumulation and preparedness for taking Regents exams for the first time in 11th grade.

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 (95% for 2022 Cohort, 99% for 2023 Cohort)
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 (65%)
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Yes (90%)
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	No (93%)
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 90% vs. District 21 81%)
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

We continue to be immensely proud of our high school graduation rate, which is a testament to the small, caring environment in our school, the strong relationships between CIP staff and families, and the shared ownership across our high school team for students' graduation outcomes.

We are particularly proud this year of our increased Regents pass rates, which strongly support scholars' ability to graduate on time in four years. This year, we shifted our Mock Regents administration strategy to more accurately assess content scholars had already learned during the year, and target missing skills both in class and in our Academic Intervention Block (AIB). As a result, we experienced double-digit increases in eight courses between proficiency on January Mock Regents and the actual June Regents.

In the upcoming year, we are restructuring roles and responsibilities for academic progress tracking, including credit accumulation and Regents pass rates; we are adding an additional academic operations role, and building in explicit systems and structures for the school leadership team, led by the principal, to track data and intervene when scholars are off-track to pass their classes and/or Regents. We hope as

a result to better be able to intervene early, drastically reducing the number of scholars who end grades 9-11 with missing credits, and increasing the number of scholars on-track to graduate within four years.

ADDITIONAL CONTEXT AND EVIDENCE

Last year, we committed to increasing teachers' curriculum literacy; increasing access to high-quality reading intervention; and improving the quality of assessments that help us predict scholars' readiness for the Regents exams. In all three areas, we made significant strides that contributed to improved results by:

- Providing professional development and coaching to support teachers in **understanding and using high-quality instructional materials**. In Spring 2023, only 29% of high school teachers reported on TNTP's Insight survey that they "mostly use the adopted curriculum, rather than materials [they] found or created." By June 2024, this number more than doubled, to 50% of teachers agreeing or strongly agreeing with this statement.
- Implementing **Lexia PowerUp as a literacy intervention** for 9th and 10th grade scholars performing in the lowest quintile on NWEA MAP Growth Reading, including providing targeted support to teachers on small group and 1:1 instruction aligned to PowerUp.
- Revising our **Mock Regents strategy** to include a partial assessment in January, covering only material students had already learned, and a full administration in April, with additional checkpoints for placing scholars in AIB to receive additional teacher support.

ACTION PLAN

- **Expand literacy and math intervention:** In Fall 2024, we will increase enrollment in our literacy intervention course, Critical Reading, from 17 to 34 students across two sections, and adopt Read 180 as the core curriculum for the course. We will also increase enrollment in our Algebra 1 intervention course, Math Study Skills, from 17 to 34 students across two sections, and adopt a project-based Algebra Financial Literacy curriculum for the course. Although these courses are not solely for scholars with IEPs, both will be taught by experienced special education teachers with strong skills targeting instruction based on scholars' individual academic needs.
- **Deepen teacher knowledge of the Science of Reading and literacy in their content:** Through participation in a federal grant with UnboundEd and CORE Learning, our middle school and high school teachers will have access to high-quality professional development on the Science of Reading and adolescent literacy in their content. Because we have found that our Regents scores, particularly in science and history, are highly correlated with scholars' Lexile levels on NWEA MAP Growth, we feel strongly that literacy development for all teachers will allow scholars to access complex text that supports their postsecondary readiness and course/Regents performance.
- **Prioritize performance of scholars with IEPs:** CIP has historically experienced significant gaps in academic achievement between general education and special education students. This year, the organization has a priority to improve the quality of co-teaching in ICT classrooms, and the high school has its own initiative intended to reduce academic gaps between special education and non-special education students.

- **Reallocation of roles and responsibilities for academic data tracking:** See above

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 and 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

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- 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 who passed both semesters earned 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 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
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⁴ 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.

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Pass an AP exam with a 3 or higher	42	30	71%
Achieving the college and career readiness benchmark on the SAT (≥ 480 for Evidence-Based Reading and Writing)	63	39	62%
Achieving the college and career readiness benchmark on the SAT (≥ 530 for Math)	63	27	43%
Earning a Regents diploma with advanced designation	63	34	54%
Passing a college level course offered at a college or university or through a school partnership	24	24	38%
Overall	Total Number of 2020 Cohort graduates: 63	Number of 2020 Cohort graduates achieving at least one indicator: 51	Percentage of 2020 Cohort graduates achieving at least one indicator: 81%

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 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 4 - Absolute

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

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Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
2018	2021-22	69	63	98%
2019	2022-23	70	64	91%
2020	2023-24	63	60	95%

SUMMARY OF THE COLLEGE PREPARATION GOAL

In 2023-24, CIP met both measures of the College Preparation goal. A significant bright spot is our matriculation rate of graduating seniors; in Spring 2024, 95% of our graduates matriculated into a two- or four- postsecondary institution the year after graduation. Moreover, the percentage of CIP's graduating seniors demonstrating preparation for college increased from 58% in 2022-23 to 81% in 2023-24.

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.	Yes (81%)
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 (95%)

EVALUATION OF THE COLLEGE PREPARATION GOAL

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.

This year, our college readiness benchmark percentage exceeded the 75% goal by 6%, and represented a year-over-year increase of 23% from our 2022-23 performance. Moreover, 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 95% or higher college matriculation as our

⁵ Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 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.

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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.

ADDITIONAL CONTEXT AND EVIDENCE

In SY22-23, 58% of Coney Island Prep graduating students met college-ready benchmarks in comparison to 81% this year. The majority of our students met this criteria by passing at least one AP exam and achieving the college and career readiness benchmark on the SAT (≥ 480) for Evidence-Based Reading and Writing). Specifically, we saw a significant increase in the number of scholars passing an AP exam with a 3 or higher (from 25% to 71%), and an increase in the number of scholars achieving the college and career readiness benchmarks on the SAT for Evidence-Based Reading and Writing (from 57% to 62%) and Math (28% to 43%).

ACTION PLAN

- **Improve and expand AP and dual enrollment opportunities:** In Fall 2024, CIPHS will offer ten AP courses, including two new courses – AP Precalculus and AP Environmental Science – for the first time in the school's history. Additionally, we are deepening our partnership with the National Education Equity Lab (Ed Equity) to offer two dual enrollment environmental science courses through Cornell University; Introduction to Microeconomics through Barnard College; and a leadership course through Howard University.
- **Revise our SAT strategy:** Currently, all CIPHS scholars take the SAT, and we plan to continue this practice in the upcoming year. However, the majority of our seniors do not report an SAT score to their colleges, and many ultimately attend test-optional colleges. This year, we plan to target our SAT prep strategy toward students likely to apply to and attend colleges that require the SAT, devoting more resources per scholar to test prep and ensuring that every scholar who needs the SAT has the best chance to earn their highest possible score.
- **Restructure the postsecondary team and planning systems:** In the upcoming year, we are restructuring roles and responsibilities for academic progress tracking, including credit accumulation and Regents pass rates. We are adding an additional academic operations role, and building in explicit systems and structures for the school leadership team, led by the principal, to track data and intervene when scholars are off-track to pass their classes and/or Regents. And under the leadership of a new Senior Director of Postsecondary Success and Director of College and Career Readiness, we plan to re-envision 9th and 10th grade advisory as pre-CCR courses to build coherence in our graduation and college planning processes.

GOAL 3: ENGLISH LANGUAGE ARTS

ELA 3 rd – 5 th Grade	60% of scholars will earn a 3-4 on the NYS ELA test (+13% over FY23)
ELA 6 th – 8 th Grade	55% of scholars will earn a 3-4 on the NYS ELA test (+8% over FY23)

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ELA - HS	85% of scholars will earn a passing score (65 or higher) on the NYS English Regents
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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
Lexia PowerUP	Intervention	6-8	Intervention aligned to the Science of Reading	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

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

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.

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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.

2023-24 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	106	1	8	3	0	0	0	115
4	103	0	2	2	0	0	0	105
5	112	1	0	0	0	0	0	113
6	106	4	0	2	0	0	0	110
7	108	7	1	2	0	0	0	116
8	96	6	2	4	0	0	0	104
All	631	19	13	13	0	0	0	663

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	106	52	49%	93	48	52%
4	103	55	53%	88	45	51%
5	112	47	42%	84	37	44%
6	106	41	39%	90	34	38%
7	108	57	53%	99	51	52%
8	96	50	52%	92	49	53%
All	631	302	48%	546	264	48%

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.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI

⁶ 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.

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value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.⁷

English Language Arts 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
631	22%	30%	33%	15%

$$\begin{aligned} \text{PI} &= 30 + 2*33 + 2.5*15 \\ \text{PI} &= 133.5 \end{aligned}$$

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.⁸

2023-24 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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	52%	93	Not released	Not released
4	51%	88	Not released	Not released
5	44%	84	Not released	Not released
6	38%	90	Not released	Not released
7	52%	99	Not released	Not released
8	53%	92	Not released	Not released
All	48%	546	Not released	Not released

ELA Measure 4 - Comparative

⁷ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

⁸ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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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.

METHOD

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 2023-24 analysis is not yet available. This report contains 2022-23 results.⁹

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	90%	445.0	438.5	0.62
4	93.7%	453.0	440.7	1.21
5	83.3%	445.0	441.5	0.37
6	89.2%	442.0	439.5	0.29
7	90.4%	451.0	442.7	0.96
8	86.4%	453.0	447.2	0.66
All	88.9%	448.0	441.6	0.68

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.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹⁰

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

¹⁰ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	64.1	50.0
5	52.7	50.0
6	52.6	50.0
7	55.3	50.0
8	42.8	50.0
All	53.7	50.0

ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP.

NWEA

2023-24 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50th	606	46th	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55th	463	35th	No

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Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹¹	36th	154	36th	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹²	2+ students	75%	509	26%	No

End of Year Performance on 2023-24 NWEA MAP ELA Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹³	Number Tested	Percent Proficient	Number Tested
3	35%	111	37%	82
4	29%	102	24%	86
5	21%	112	24%	83
6	20%	104	21%	72
7	20%	114	18%	97
8	31%	98	33%	89
All	26%	641	26%	509

End of Year Growth on 2023-24 NWEA MAP ELA Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
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¹¹ 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

¹² <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹³ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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3	59th	108
4	41nd	98
5	44th	107
6	40th	96
7	40th	107
8	54th	90
All	46th	606

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 met one of the two absolute measures; we did not meet our goal for proficiency on the NYS ELA test. We met our growth goal.

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 (48%)
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.	Yes (133.5 actual vs. 113 targeted)
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 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 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 (0.68 for Grades 3-8)
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.	Yes (53.7 for Grades 4-8)

EVALUATION OF ELA GOAL

This year, we have some wins to celebrate as we evaluate our ELA goal, even as we continue to work toward meeting the absolute goal of 75% of CIP scholars scoring proficient on the NYS ELA exam. Some specific bright spots include:

- **Exceeding our Growth Target:** This year, we exceeded our mean unadjusted growth percentile in ELA in all grades except one. This growth is also reflected in our overall NWEA MAP Growth data, where we experienced Fall-Spring Reading growth at the 47th median conditional growth percentile (mCGP), up from the 41st mCGP in the 2022-23 school year.
- **Grade-Level Growth:** We experienced critical growth on several ELA and reading measures across our campuses:

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- 3rd and 7th grades grew by +3% each on the NYS ELA exam
- 3rd grade's Fall-Spring median conditional growth percentile was 59
- 72% of scholars in 5th grade met or exceeded end-of-year benchmarks on mCLASS DIBELS

ADDITIONAL CONTEXT AND EVIDENCE

There is no additional context for this measure.

ELA ACTION PLAN

We recognize that we have more or less reached a plateau in our ELA results, and we know that we have to make significant changes in order to achieve breakthrough results. In 2024-25, we are investing major resources - time, money, and people - in improving our literacy outcomes, grounded in the following core strategies:

- **Remove gaps in curriculum:** In Fall 2024, our elementary school campuses will adopt Foundations as their core phonics curriculum (K-2) and phonics intervention curriculum (K-5) to build coherence between phonics instruction, small group reading, and our core reading and writing curriculum. At the high school, we will adopt Read 180 as a reading intervention, which will be delivered to approximately 35 9th grade scholars selected based on their MAP Reading scores.
- **Deepen teacher knowledge of the Science of Reading and literacy in their content:** This summer, we began a partnership with UnboundEd and CORE Learning to build expertise in the Science of Reading among our central office and campus academic leaders, which we will turnkey to teachers throughout the year. Additionally, we are participating in a federal grant with UnboundEd and CORE Learning, which will provide our middle school and high school teachers high-quality professional development and coaching on the Science of Reading and adolescent literacy in their content.
- **Increase support for struggling readers:** This summer, we launched CIP's first-ever academic summer intervention, in partnership with Springboard Collaborative and Bloomberg Philanthropies' Summer Boost program. We served 75 scholars and families at our upper elementary campus, providing half-day small group literacy and phonics instruction through a high-quality curriculum. At our middle school, we are expanding access to Lexia PowerUP to provide personalized phonics intervention to scholars who need additional support. Please see above for additional information about literacy intervention.

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.

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METHOD

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.¹⁴

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹⁵

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)
2018	2021-22	72	68	0	Not applicable (all exempt)
2019	2022-23	74	67	0	0%
2020	2023-24	69	0	19	28%

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.

METHOD

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.

Percent Scoring at Least Level 3 on Regents English Common Core Exam

¹⁴ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹⁵ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students 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.

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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)
2018	2021-22	72	68	0	Not applicable (all exempt)
2019	2022-23	74	67	2	29%
2020	2023-24	69	0	45	65%

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

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Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA 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 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	25	22	0	Not applicable (all exempt)
2019	2022-23	34	28	0	0%
2020	2023-24	1	0	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 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

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

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Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	25	22	0	Not applicable (all exempt)
2019	2022-23	34	28	2	33%
2020	2023-24	1	0	0	0%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In 2023-24, 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, as well as growth we have made with subsequent cohorts that demonstrates we are on-track to meet this goal in future years.

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 (28%)
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 (65%)
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

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Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No (0%; however, only one student who was previously retained took 8th grade NYS exams because the majority of the 2020 Accountability Cohort was exempt due to COVID)
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No (0%; however, only one student who was previously retained took 8th grade NYS exams because the majority of the 2020 Accountability Cohort was exempt due to COVID)

EVALUATION OF HIGH SCHOOL ELA GOAL

Although we did not meet our high school ELA goals this year, the size of our accountability cohort remained quite small for some measures due to COVID-19 and the resulting Regents waivers; additionally, because this cohort re-entered in-person instruction in their 11th grade year, they did not receive much of the intervention that subsequent cohorts have received.

ADDITIONAL CONTEXT AND EVIDENCE

Since June 2022, we have experienced consistent and significant gains in the percentage of scholars passing the ELA Regents:

Administration Window	Pass Rate (Scoring 65%+)
June 2022	62%
June 2023	76%
June 2024	80%

We attribute these gains largely to improvements we have made in our acceleration strategy, as well as our increased use of NWEA MAP Reading to drive academic decision-making.

ACTION PLAN

- **Expand literacy:** In Fall 2024, we will increase enrollment in our literacy intervention course, Critical Reading, from 17 to 34 students across two sections, and adopt Read 180 as the core curriculum for the course, supplemented by Lexia PowerUp. One section will be designed to

include multilingual learners (MLLs) and will include an English as a New Language (ENL) teacher as a co-teacher.

- **Deepen teacher knowledge of the Science of Reading and literacy in their content:** Through participation in a federal grant with UnboundEd and CORE Learning, our middle school and high school teachers will have access to high-quality professional development on the Science of Reading and adolescent literacy in their content.
- **Prioritize performance of scholars with IEPs:** CIP has historically experienced significant gaps in academic achievement between general education and special education students. This year, the organization has a priority to improve the quality of co-teaching in ICT classrooms, and the high school has its own initiative intended to reduce academic gaps between special education and non-special education students.

GOAL 4: MATHEMATICS

3rd Grade	66% of scholars in 3rd grade earn a 3 or 4 on NYS math test
4th Grade	70% of scholars in 4th grade earn a 3 or 4 on NYS math test
5th Grade	70% of scholars in 5th grade earn a 3 or 4 on NYS math test
6th Grade	65% of scholars in 6th grade earn a 3 or 4 on NYS math test
7th Grade	57% of scholars in 7th grade earn a 3 or 4 on NYS math test
8th Grade	69% of scholars in 8th grade earn a 3 or 4 on NYS math test
Algebra 1	85% of scholars will pass the Algebra 1 Regents

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.
Eureka/Eureka Squared Math	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

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Curriculum	Type	Grades	Focus	Daily Min.
Teacher-Created	Core	9-12	<i>Our statistics curriculum is teacher-created</i>	45-60

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.

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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 Math 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.

METHOD

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.

2023-24 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	106	1	8	3	0	0	0	0	115
4	102	0	3	2	0	0	0	0	105
5	112	1	0	0	0	0	0	0	113
6	105	2	0	2	0	0	3	0	110
7	3	6	0	26	0	0	107	0	116
8	93	11	0	4	0	0	0	0	104
All	521	21	11	37	0	0	110	0	663

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

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Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	106	63	59%	92	56	61%
4	102	66	65%	87	55	63%
5	112	48	43%	84	37	44%
6	105	50	48%	90	45	50%
7	3	1	33%	2	0	0%
8	93	45	48%	89	44	49%
All	521	273	52%	444	237	53%

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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
521	18%	30%	39%	13%

$$\begin{aligned}
 \text{PI} &= 30 + 2 \times 39 + 2.5 \times 13 \\
 \text{PI} &= 140.5
 \end{aligned}$$

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.

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METHOD

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.

2023-24 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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	61%	92	Not released	Not released
4	63%	87	Not released	Not released
5	44%	84	Not released	Not released
6	50%	90	Not released	Not released
7	0%	2	Not released	Not released
8	49%	89	Not released	Not released
All	53%	444	Not released	Not released

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.

METHOD

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

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data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	90%	452.0	444.1	0.54
4	93.7%	457.0	441.9	1.07
5	83.3%	447.0	442.8	0.33
6	89.2%	443.0	441.3	0.13
7	90.4%	456.0	443.8	1.02
8	86.4%	448.0	439.2	0.57
All	88.9%	450.5	442.3	0.61

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.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹⁶

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	67.7	50.0
5	52.8	50.0
6	47.9	50.0
7	64.8	50.0
8	50.1	50.0

¹⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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All	56.8	50.0
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MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP.

2023-24 NWEA MAP Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50th	603	56th	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55th	485	48th	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁷	53rd	152	53rd	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁸	2+ students	75%	513	27%	No

¹⁷ 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

¹⁸ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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End of Year Performance on 2023-24 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹⁹	Number Tested	Percent Proficient	Number Tested
3	33%	114	39%	84
4	34%	104	31%	87
5	15%	112	17%	83
6	19%	107	19%	73
7	23%	115	24%	97
8	29%	97	31%	89
All	25%	649	27%	513

End of Year Growth on 2023-24 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	62nd	107
4	63rd	99
5	48th	102
6	51st	97
7	53rd	106
8	68th	92
All	56th	603

SUMMARY OF THE MATHEMATICS GOAL

We met the majority of our math goals (three out of four measures with available data).

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 (53%)
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.	Yes (140.5 actual vs. 115.3 targeted)

¹⁹ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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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.	Yes (0.61 for Grades 3-8)
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.	Yes (56.8 for Grades 4-8)

EVALUATION OF THE MATHEMATICS GOAL

This year, we met all of our elementary and middle school math goals except the NYS math test absolute measure.

ADDITIONAL CONTEXT AND EVIDENCE

This year, we have some wins to celebrate as we evaluate our math goal, even as we continue to work toward meeting the absolute goal of 75% of CIP scholars scoring proficient on the NYS math exam. Some specific bright spots include:

- **Exceeding our Growth Target:** This year, we exceeded our mean unadjusted growth percentile in ELA in all grades. This growth is also reflected in our overall NWEA MAP Growth data, where we experienced Fall-Spring Math growth at the 51st median conditional growth percentile (mCGP) in all grades 2-10, including:
 - Fall-Spring growth at the 63rd mCGP in both 3rd and 4th grades
 - Fall-Spring growth at or above the 50th mCGP in every middle school grade, including growth at the 68th mCGP in 8th grade
- **Grade-Level Growth:** We experienced critical growth on several math measures across our campuses:
 - 4th grade experienced +10% growth in NYS test proficiency from 2023 to 2024, and +14% growth as a cohort from 3rd grade to 4th grade
 - 6th grade experienced +12% growth in NYS test proficiency from 2023 to 2024

MATHEMATICS ACTION PLAN

- **Deeper Emphasis on K-5 Math:** In 2024, we will adopt Eureka Squared Math for all grades K-5, based on a successful pilot in 4th grade in 2023-24. In K-2, we will add small group math instruction as part of the math block; and in 3-5, we will extend the amount of time allocated for core math instruction, ensuring that scholars have more practice with fluency during the class period.

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- **Data-Driven Test Prep Strategy:** Now that we have several years' of NYS test data post-COVID, we will revise our test prep strategies for math to ensure that they are more responsive to student data and more focused on a proven approach to preparing students for the exam.

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.

METHOD

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)
2018	2021-22	72	0	25	36%
2019	2022-23	74	4	4	6%
2020	2023-24	69	0	12	17%

High School Math 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 a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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.

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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 $(c)/(a-b)$
2018	2021-22	72	0	69	83%
2019	2022-23	74	4	21	30%
2020	2023-24	69	0	38	55%

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 6 - Comparative

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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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to 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 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	36	0	4	11%
2019	2022-23	39	2	0	0%
2020	2023-24	1	0	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 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

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Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	36	0	18	50%
2019	2022-23	39	2	5	14%
2020	2023-24	1	0	0	0%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In School Year 2023-24, we did not meet our HS math goals. Please see below in additional context for information about the makeup and size of our accountability cohort, as well as growth we have made with subsequent cohorts that demonstrates we are on-track to meet this goal in future years.

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 (17%)
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 (55%)
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 th grade	No (0%; however, only one student who was

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	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.	previously retained took 8th grade NYS exams because the majority of the 2020 Accountability Cohort was exempt due to COVID)
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No (0%; however, only one student who was previously retained took 8th grade NYS exams because the majority of the 2020 Accountability Cohort was exempt due to COVID)

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Although we did not meet our high school math goals this year, the size of our accountability cohort remained quite small for some measures due to COVID-19 and the resulting Regents waivers; additionally, because this cohort re-entered in-person instruction in their 11th grade year, they did not receive much of the intervention that subsequent cohorts have received.

ADDITIONAL CONTEXT AND EVIDENCE

Since June 2022, we have generally experienced gains in the percentage of scholars passing math Regents:

Regents Exam	June 2022 Pass Rate (Scoring 65%+)	June 2023 Pass Rate (Scoring 65%+)	June 2024 Pass Rate (Scoring 65+)
TOTAL	40%	50%	56%
Algebra 1	54%	67%	63%
Geometry	31%	20%	35%
Algebra 2	36%	63%	70%

ACTION PLAN

- **Improve and expand the quality of our STEM offerings:** In Fall 2024, we will launch new, high-quality curricula across our high school STEM courses: Carnegie Learning for Algebra 1, Geometry, and Algebra 2; Savvas Pre-Calculus and Calculus; and New Visions Biology and Earth and Space Science. Additionally, we are expanding our upper-level STEM course offerings, based on feedback from postsecondary partners and research about the relationship between upper-

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level STEM and college persistence, to include AP Precalculus, AP Environmental Science, and two dual-enrollment environmental science courses through Cornell University.

- **Add additional STEM intervention:** This year, we will pilot a project-based Algebra intervention through a partnership with Springpoint Schools. This course, which will be taken simultaneously with Geometry and/or Algebra 2, is provided to scholars who have not yet passed the Algebra 1 Regents. Through a highly engaging, Algebra-based financial literacy curriculum, scholars will have more practice with A1 skills to prepare to pass the Regents without falling behind in math credit accumulation.

GOAL 5: SCIENCE

5th Grade	<i>We did not set ES/MS science goals this year in light of the new NYS science test rollout.</i>
8th Grade	
HS - LE	85% of scholars will pass the Living Environment Regents.
HS - Earth Science	65% of scholars will pass the Earth Science Regents.
HS - Chemistry	65% of scholars will pass the Chemistry Regents.

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

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	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 Science 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 5th and 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient

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5	84	23	27%
8	91	42	46%
All	175	65	37%

Science Measure 2 - Comparative

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.

2023-24 State Science Exam Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	84	23	27%	Not released	Not released	Not released
8	91	42	46%	Not released	Not released	Not released
All	175	65	37%	Not released	Not released	Not released

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

We did not meet the absolute measure and district comparison data is not yet available to determine the comparative measure outcome.

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.	No (37%)
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.	Unknown (Data not released)

EVALUATION OF THE SCIENCE GOAL

We did not meet the 75% goal for proficiency on the science test.

ADDITIONAL CONTEXT AND EVIDENCE

Although we did not meet the science goal, we are proud of the accomplishments of our teachers and scholars during the first year of administration of the new NYS science test, particularly considering (1) the extremely limited number of released items for the test and (2) the introduction of CBT and tech-enhanced items on the CBT science test.

ACTION PLAN

- Improved planning and preparation:** As referenced above, there were several significant factors that led us to view this year as a pilot year for the new science tests. In the upcoming year, we will use released items, practice items we create from our own standards-aligned item bank, and tech-enhanced assessment items to prepare scholars earlier and more strategically for the state test. Additionally, we are moving to the “domain model” of Amplify Science in middle school, in preparation to ultimately (we hope in FY26) offer high school Biology as our 8th grade science course.
- Deepen teacher knowledge of the Science of Reading and literacy in their content:** Through participation in a federal grant with UnboundEd and CORE Learning, our middle school and high school teachers will have access to high-quality professional development on the Science of Reading and adolescent literacy in their content. Because the new science tests are very reading-heavy, we feel strongly that literacy development for all teachers will allow scholars to access complex text that supports their performance in science.

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 Living Environment, Earth Science, Chemistry, and Physics 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)
2018	2021-22	73	7	61	92%
2019	2022-23	74	4	11	16%
2020	2023-24	69	0	34	49%

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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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

In School Year 2023-24, we did not meet our HS science goals. Please see below in additional context for information about the makeup and size of our accountability cohort, as well as growth we have made with subsequent cohorts that demonstrates we are on-track to meet this goal in future years.

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 (49%)
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

Although we did not meet our high school math goals this year, the size of our accountability cohort remained quite small for some measures due to COVID-19 and the resulting Regents waivers; additionally, because this cohort re-entered in-person instruction in their 11th grade year, they did not receive much of the intervention that subsequent cohorts have received. Additionally, we have historically struggled with high school science on multiple levels – curriculum, instructional quality, and leadership capacity. In each of these three areas, we have a strategy for the upcoming year to address them.

ADDITIONAL CONTEXT AND EVIDENCE

Since June 2022, we have generally experienced gains in the percentage of scholars passing science Regents:

Regents Exam	June 2022 Pass Rate (Scoring 65%+)	June 2023 Pass Rate (Scoring 65%+)	June 2024 Pass Rate (Scoring 65+)
TOTAL	36%	40%	47%

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Living Environment	57%	66%	52%
Earth Science	26%	40%	53%
Chemistry	38%	37%	48%
Physics	3%	9%	21%

ACTION PLAN

- **Improvements to Curriculum:** This year, Living Environment and Earth Science will switch to the new, more robust New Visions curricula for Biology and Earth and Space Science, to align with the new Regents rolling out in Spring 2025. We also are adopting Savvas' Chemistry curriculum to provide additional support. And, we will no longer teach Physics, replacing the course with AP Environmental Science.
- **Investment in Teacher Quality:** In addition to improving teacher materials, we are providing additional training and support to HS science teachers, including training on the Science of Reading; PD from curriculum providers; and participation in UnboundEd's new high school science pathway at Standards Institute.
- **Additional Leadership Capacity:** Although we have had a high school science content team leader for several years, he has always taught a full course load and has had limited capacity to support the teachers he coaches/manages. This year, he will teach only one course, giving him significant additional capacity for coaching and time for support from his vice principal and our network Director of 6-12 STEM.
- **Prioritize performance of scholars with IEPs:** CIP has historically experienced significant gaps in academic achievement between general education and special education students. This year, the organization has a priority to improve the quality of co-teaching in ICT classrooms, and the high school has its own initiative intended to reduce academic gaps between special education and non-special education students.

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

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

Professional Development	
Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building knowledge about 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 Social Studies 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.

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METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. 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)
2018	2021-22	73	73	Not applicable (all exempt)	Not applicable (all exempt)
2019	2022-23	74	69	1	20%
2020	2023-24	69	0	57	83%

Social Studies Measure 2 - Comparative

Each year, the percent of 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. 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	Number Exempted with No Valid Score	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
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		(a)	(b)		
2018	2021-22	73	72	1	100%
2019	2022-23	74	70	1	25%
2020	2023-24	69	0	57	83%

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE SOCIAL STUDIES GOAL

We exceeded both absolute measures by 8%, with the percentage of students in the high school Accountability Cohort scoring at least 65 on New York State Social Studies Regents exams by the completion of their fourth year in the cohort was 83% for U.S. History and 83% for Global History.

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.	Yes (83%)
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.	Yes (83%)
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 high school social studies team continues to excel, and we are proud to have met both of our social studies goals for this year.

ADDITIONAL CONTEXT AND EVIDENCE

No additional context for this goal.

ACTION PLAN

- **Deepen teacher knowledge of the Science of Reading and literacy in their content:** Through participation in a federal grant with UnboundEd and CORE Learning, our middle school and high school teachers will have access to high-quality professional development on the Science of Reading and adolescent literacy in their content. Because we have found that our Regents scores, particularly in science and history, are highly correlated with scholars' Lexile levels on NWEA MAP Growth, we feel strongly that literacy development for all teachers will allow scholars to access complex text that supports their postsecondary readiness and course/Regents performance.
- **Prioritize performance of scholars with IEPs:** CIP has historically experienced significant gaps in academic achievement between general education and special education students. This year, the organization has a priority to improve the quality of co-teaching in ICT classrooms, and the high school has its own initiative intended to reduce academic gaps between special education and non-special education students.

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 sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Local Support and Improvement (Formerly called Good Standing)
2023-24	Local Support and Improvement (Formerly called Good Standing)

ADDITIONAL CONTEXT AND EVIDENCE

For the past three years, we have been in Good Standing/Local Support and Improvement. While we continue to make significant growth toward recovery to our pre-pandemic achievement levels, we know that our school has continued opportunities to grow.

Specifically, accelerating student growth and responding to unfinished learning remain our biggest challenges, particularly in ELA and reading. 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 for the second year in a row 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. And, we have some significant bright spots of double-digit growth in each area from which we can learn so that we can accelerate our growth.

As a school, our scholars are outpacing their national peers in math growth, and have made massive strides in moving toward the national growth median in reading. We have deepened our ability to make data-driven decisions based on MAP and state tests this year, and have implemented and are planning strategic initiatives that facilitate continued growth. As we enter into our second year of a new Chief Schools and Chief Academic Officer team, and our first full year with a new CEO, we feel confident that

our academic and school management strategy will continue to bear fruit, and bear fruit at a higher rate.

Coney Island Preparatory Public Charter School

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

June 30, 2024 and 2023

Coney Island Preparatory Public Charter School

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

June 30, 2024 and 2023

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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, 2024 and 2023, 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, 2024 and 2023, 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.

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 21, 2024, 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.

PKF O'Connor Davies, LLP

Harrison, New York
October 21, 2024

Coney Island Preparatory Public Charter School

Statements of Financial Position

	June 30,	
	2024	2023
ASSETS		
Current Assets		
Cash	\$ 2,924,802	\$ 3,138,926
Certificates of deposit	8,349,453	5,151,166
Grants and contracts receivable	2,157,611	4,285,049
Due from related party	-	940,036
Prepaid expenses and other current assets	72,633	187,314
Total Current Assets	13,504,499	13,702,491
 Property and equipment, net	2,640,495	3,167,372
Right of use assets - operating leases, net	20,070,127	22,605,570
Restricted cash	76,991	75,141
Security deposits	147,729	147,729
	\$ 36,439,841	\$ 39,698,303
 LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 1,167,518	\$ 863,630
Accrued payroll and payroll taxes	1,158,096	1,057,143
Operating lease liabilities	2,252,813	2,016,956
Refundable advance	10,165	52,419
Total Current Liabilities	4,588,592	3,990,148
 Operating lease liabilities, less current portion	18,796,891	21,049,704
Total Liabilities	23,385,483	25,039,852
 Net assets, without donor restrictions	13,054,358	14,658,451
	\$ 36,439,841	\$ 39,698,303

See notes to financial statements

Coney Island Preparatory Public Charter School

Statements of Activities

	Year Ended June 30,	
	2024	2023
OPERATING REVENUE		
State and Local Per Pupil Operating Revenue		
General education	\$ 23,816,594	\$ 21,625,339
Special education	3,552,830	3,620,246
Facilities	2,604,133	2,697,138
Federal grants	2,750,549	3,189,151
Federal E-rate and IDEA	501,322	593,685
State grants	108,815	90,170
Total Operating Revenue	<u>33,334,243</u>	<u>31,815,729</u>
EXPENSES		
Program Services		
Regular education	25,668,075	22,943,885
Special education	<u>5,416,436</u>	<u>5,471,572</u>
Total Program Services	31,084,511	28,415,457
Supporting Services		
Management and general	4,450,185	4,344,343
Fundraising	<u>26,198</u>	<u>24,441</u>
Total Expenses	<u>35,560,894</u>	<u>32,784,241</u>
 (Deficit) from Operations	 <u>(2,226,651)</u>	 <u>(968,512)</u>
SUPPORT AND OTHER REVENUE		
Grants and contributions	179,993	596,901
Donated services	17,064	199,625
Interest income	<u>425,501</u>	<u>253,217</u>
Total Support and Other Revenue	<u>622,558</u>	<u>1,049,743</u>
 Change in Net Assets	 (1,604,093)	 81,231
NET ASSETS, WITHOUT DONOR RESTRICTIONS		
Beginning of year	<u>14,658,451</u>	<u>14,577,220</u>
 End of year	 <u>\$ 13,054,358</u>	 <u>\$ 14,658,451</u>

See notes to financial statements

Coney Island Preparatory Public Charter School

Statement of Functional Expenses
Year Ended June 30, 2024

	No. of Positions	Program Services			Supporting Services		Total
		Regular Education	Special Education	Total	Management and General	Fundraising	
Personnel Services Costs							
Administrative staff personnel	71	\$ 2,638,162	\$ 843,100	\$ 3,481,262	\$2,839,069	\$ 19,189	\$ 6,339,520
Instructional personnel	167	11,967,564	2,238,977	14,206,541	-	-	14,206,541
Total Personnel Services Costs	<u>238</u>	<u>14,605,726</u>	<u>3,082,077</u>	<u>17,687,803</u>	<u>2,839,069</u>	<u>19,189</u>	<u>20,546,061</u>
Fringe benefits and payroll taxes		3,136,433	661,845	3,798,278	547,904	3,703	4,349,885
Retirement		322,066	67,962	390,028	62,603	423	453,054
Legal service		22,295	4,705	27,000	4,334	29	31,363
Accounting / audit services		63,222	13,341	76,563	12,289	83	88,935
Other purchased services		596,313	125,833	722,146	91,619	619	814,384
Building / facility costs		2,404,763	507,449	2,912,212	467,439	69	3,379,720
Repairs and maintenance		294,315	62,106	356,421	57,209	-	413,630
Insurance		197,438	41,663	239,101	38,378	259	277,738
Utilities		5,477	1,156	6,633	1,065	-	7,698
Supplies / materials		595,114	125,580	720,694	1,550	10	722,254
Equipment / furnishings		44,249	9,337	53,586	-	-	53,586
Staff development		372,317	78,566	450,883	34,845	198	485,926
Marketing / recruitment		160,068	33,777	193,845	31,114	-	224,959
Technology		365,000	77,022	442,022	70,949	356	513,327
Food service		521,344	110,013	631,357	-	-	631,357
Student services		1,003,192	211,692	1,214,884	3,457	-	1,218,341
Office expense		90,462	19,089	109,551	17,584	119	127,254
Depreciation and amortization		865,755	182,690	1,048,445	168,286	1,137	1,217,868
Other		<u>2,526</u>	<u>533</u>	<u>3,059</u>	<u>491</u>	<u>4</u>	<u>3,554</u>
Total Expenses		<u>\$25,668,075</u>	<u>\$ 5,416,436</u>	<u>\$ 31,084,511</u>	<u>\$ 4,450,185</u>	<u>\$ 26,198</u>	<u>\$ 35,560,894</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

Statements of Cash Flows

	Year Ended June 30,	
	2024	2023
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ (1,604,093)	\$ 81,231
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	1,217,868	1,436,569
Amortization of right of use assets - operating leases	2,535,443	2,349,279
Changes in operating assets and liabilities		
Grants and contracts receivable	2,127,438	(1,980,233)
Due from related party	940,036	(939,410)
Prepaid expenses and other current assets	114,681	12,985
Accounts payable and accrued expenses	303,888	(339,488)
Accrued payroll and payroll taxes	100,953	222,299
Operating lease liabilities	(2,016,956)	(2,085,465)
Refundable advances	(42,254)	(23,848)
Net Cash from Operating Activities	<u>3,677,004</u>	<u>(1,266,081)</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(690,991)	(978,662)
Purchase of certificates of deposit	(5,551,720)	(5,000,000)
Accrued interest on certificates of deposit	(183,034)	(151,166)
Maturity of certificates of deposit	<u>2,536,467</u>	<u>-</u>
Net Cash from Investing Activities	<u>(3,889,278)</u>	<u>(6,129,828)</u>
Net Change in Cash and Restricted Cash	(212,274)	(7,395,909)
CASH AND RESTRICTED CASH		
Beginning of year	<u>3,214,067</u>	<u>10,609,976</u>
End of year	<u>\$ 3,001,793</u>	<u>\$ 3,214,067</u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Cash paid for amounts included in the measurement of lease liabilities	\$ 2,788,930	\$ 2,371,507

See notes to financial statements

Coney Island Preparatory Public Charter School

Notes to Financial Statements June 30, 2024 and 2023

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 1,298 students in kindergarten through twelfth grade during the 2023-2024 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, 2024 and 2023

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

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.

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:

	2024	2023
Cash	\$ 2,924,802	\$ 3,138,926
Restricted cash	76,991	75,141
	<u>\$ 3,001,793</u>	<u>\$ 3,214,067</u>

Certificates of Deposit

At June 30, 2024 and 2023, the School had \$8,349,453 and \$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 maturity through June 17, 2025.

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.

Coney Island Preparatory Public Charter School

Notes to Financial Statements June 30, 2024 and 2023

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

Property and Equipment (continued)

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 less costs to sell. There were no asset impairments for the years ended June 30, 2024 and 2023.

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.

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 terms may include options to extend the lease and 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.

Coney Island Preparatory Public Charter School

Notes to Financial Statements June 30, 2024 and 2023

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

Revenue and Support

Revenue from the state and local governments resulting from the School's charter status is based on the number of students enrolled and 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.

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, 2024 and 2023 amounted to \$224,959 and \$179,087.

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 non-governmental sources that include grants and contributions revenue, donated services, interest income and other activities considered to be funds not specific for operations.

Coney Island Preparatory Public Charter School

Notes to Financial Statements
June 30, 2024 and 2023

3. Summary of Significant Accounting Policies (*continued*)

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, 2021.

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 21, 2024.

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.

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, 2024 and 2023, the School charged Builders \$1,073,292 and \$1,315,095 for salaries and benefits for shared employees and restricted grants, and \$6,939 and \$13,395 for net operating expenses. Net balance due from Builders at June 30, 2024 and 2023 amounted to \$0 and \$940,036.

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 had plans to move into this facility beginning July 1, 2025. Builders is currently in the process of terminating the lease due to the developer's inability to meet the requirements set in the agreement.

Coney Island Preparatory Public Charter School

Notes to Financial Statements June 30, 2024 and 2023

5. Property and Equipment

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

	2024	2023
Computers and equipment	\$ 3,553,583	\$ 3,230,108
Furniture and fixtures	1,848,330	1,602,629
Software	118,115	118,115
Leasehold improvements	6,925,489	6,803,674
	<u>12,445,517</u>	<u>11,754,526</u>
Accumulated depreciation and amortization	<u>(9,805,022)</u>	<u>(8,587,154)</u>
	<u>\$ 2,640,495</u>	<u>\$ 3,167,372</u>

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:

	2024	2023
Cash	\$ 2,924,802	\$ 3,138,926
Certificates of deposit	8,349,453	5,151,166
Grants and contracts receivable	2,157,611	4,285,049
Due from related party	-	940,036
	<u>\$ 13,431,866</u>	<u>\$ 13,515,177</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 provides matching contributions up to 5% of annual compensation. The amount charged for matching contributions to this plan amounted to \$437,547 and \$443,034 for the years ended June 30, 2024 and 2023.

Coney Island Preparatory Public Charter School

Notes to Financial Statements June 30, 2024 and 2023

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, 2024 and 2023, approximately \$10,596,000 and \$8,009,000 of cash, certificates of deposit, 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, 2024 and 2023, the School received approximately 88% and 85% 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.

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.

Coney Island Preparatory Public Charter School

Notes to Financial Statements June 30, 2024 and 2023

10. Commitments (*continued*)

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.

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

	2024	2023
Right of use assets - operating lease	\$ 24,954,849	\$ 24,954,849
Less: accumulated amortization	(4,884,722)	(2,349,279)
	<u>\$ 20,070,127</u>	<u>\$ 22,605,570</u>
Weighted average remaining lease term	10.34 years	10.92 years
Weighted average discount rate	3.53%	3.53%

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

2025	\$ 2,949,661
2026	3,092,254
2027	1,740,909
2028	1,689,127
2029	1,767,410
Thereafter	<u>14,321,299</u>
Total minimum lease payments	25,560,660
Present value discount	<u>(4,510,956)</u>
Present value of lease liabilities	21,049,704
Current portion	<u>(2,252,813)</u>
Lease liabilities, less current portion	<u>\$ 18,796,891</u>

Rent expense under the facility leases for the years ended June 30, 2024 and 2023 was \$3,379,720 and \$2,710,975.

Coney Island Preparatory Public Charter School

Notes to Financial Statements June 30, 2024 and 2023

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 \$17,064 and \$199,625 for the years ended June 30, 2024 and 2023. 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.

* * * * *

Coney Island Preparatory Public Charter School

Uniform Guidance
Schedules and Reports

June 30, 2024

Coney Island Preparatory Public Charter School

Schedule of Expenditures of Federal Awards Year Ended June 30, 2024

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	\$ -	\$ 149,165
National School Lunch Program	10.555	Not available	-	470,031
COVID-19 - Supply Chain Assistance Funds	10.555	Not available	-	37,652
Total Child Nutrition Cluster			-	656,848
Total U.S. Department of Agriculture			-	656,848
<u>U.S. Department of Education</u>				
Pass-Through New York State Education Department:				
Title I Grants to Local Educational Agencies	84.010	0021244595	-	568,024
English Language Acquisition State Grants	84.365	0293244595	-	34,705
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147244595	-	76,082
Student Support and Academic Enrichment Program	84.424	0204244595	-	45,638
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP HCY II	84.425W	5218214595	-	2,086
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP	84.425U	5880214595	-	1,313,607
Special Education Cluster (IDEA)-Cluster				
Pass-Through New York State Education Department:				
COVID-19 - Special Education Grants to States	84.027	Not available	-	53,559
Total U.S. Department of Education			-	2,093,701
Total Expenditures of Federal Awards			\$ -	\$ 2,750,549

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, 2024

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, 2024. 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, 2024, 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 21, 2024.

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.

PKF O'Connor Davies, LLP

Harrison, New York
October 21, 2024

**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, 2024. 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, 2024.

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.

PKF O'Connor Davies, LLP

Harrison, New York
October 21, 2024

Coney Island Preparatory Public Charter School

Schedule of Findings and Questioned Costs Year Ended June 30, 2024

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, 2024.

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.

**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, 2024, 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.

PKF O'Connor Davies, LLP

Harrison, New York
October 21, 2024

SUNY Charter Schools Institute
Budget Narrative

Education Corporation Name: Coney Island Preparatory Public Charter School

Date: 6/28/24

Fiscal Contact Name: Marcia Herrera

Fiscal Contact Email: mherrera@coneyislandprep.org

1. What steps has the Education Corporation taken to ensure it has enacted a conservative budget?

Coney Island Preparatory Public Charter School (CIP) has a solid history of fiscal conservatism in creating, executing, and monitoring its school-wide budget. A key strategy is differentiating between projected and budgeted enrollment, with the latter considering the effects of attrition throughout the year. Our model for this year assumes a 2.5% rate, considering the overall NYC school enrollment environment and to provide a buffer as we increase student numbers in certain grades. Additionally, we base all income estimates on budgeted enrollment (modeling lower revenue) and project all expenses on projected enrollment (modeling higher costs).

If expenses exceed income at any point during the school year, CIP has several ways to handle the deficit. In our review with the Board regarding CIP's cash balances, we have allocated a portion specifically for this purpose. We also have access to "general operating support" funding held in a separate entity (CIP Builders), which raises funds to support the School's activities. Moreover, after significant fixed asset expenditures over the past few years, we anticipate lower capital needs in the coming year.

We continually seek opportunities to reduce operating and administrative costs, but we remain committed to ensuring these savings do not compromise our investment in school-based programming.

2. How much of the Education Corporation's ESSER Funds will be spent by the deadline of September 30, 2024? If the Education Corporation has remaining ESSER Funds with no current plans to spend it, do they plan on applying for an extension if one is available?

To date, CIP has fully utilized its \$1,680,388 allocation under CRRSA-ESSER II. An FS 10-F was submitted back in June 2023, aligning with the original FS-10 budget. A significant portion of the funds was allocated to professional staff salaries, including social workers, apprentice teachers, guidance counselors, and after-school directors. The remaining funds were directed towards purchased services, such as professional development focused on trauma-informed

practices, social work consulting, addressing learning gaps during COVID-19, and external service providers for after-school programming.

CIP has also the remaining allocation of APR-ESSER III, the total expenditures is \$3,776,642. An FS-25 was submitted in June 2024. The expenditures include professional staff salaries (social workers, apprentice teachers, guidance counselors, and after-school directors), purchased services (trauma-informed practices, social work consulting, and vendors for after-school programming), and supplies and materials (educational technology and digital academic programming).

3. How does the Education Corporation plan to ensure the sustainability of programs enacted using ESSER funding when it ends on September 30, 2024?

Since the initial ESSER funding, CIP has treated these federal funds as a one-time grant meant for either one-time permissible expenses or to support programs that can transition to a sustainable expenditure. For instance, CIP used ESSER funds to hire additional apprentice teachers for academic interventions and high-dosage tutoring to address COVID-19 learning loss. As students return to grade level, these teachers will be integrated into our staffing model for new cohorts/classrooms, aligning with our planned enrollment growth. A similar strategy applies to the addition of social workers, though in smaller numbers.

Another example is the use of ESSER funds to launch a pilot after-school program for CIP's K-8 scholars (we already had an after-school program for grades 9-12). Over three years, ESSER funds have partially supported the salaries of program directors, payments to external partners, and activity supplies. During this time, CIP's after-school team, in collaboration with our development staff, is working to secure other long-term funding sources to replace ESSER funds and ensure the program's financial sustainability

4. Does the education corporation anticipate any major investments or expenses during the upcoming year?

We have plans for minor capital improvements to our facilities, with a total budget of around \$180,000. Additionally, we have allocated approximately \$330,000 for purchasing technology for staff, students, and classrooms. These expenditures are part of our annual planning and are included in our recurring budget



FIRE DEPARTMENT - CITY OF NEW YORK
PLACE OF ASSEMBLY PERMIT



DO # 37	ACCOUNT NO. 88000898
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ISSUE DATE	EXPIRATION DATE 08/01/2025	CONTROL # 880008980158591
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**



Robert D. LiMandri
Commissioner

December 14, 2010

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

Emily Fiero
310 Prospect Park West
Brooklyn, NY 11218

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

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

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

Dear Sir or Madam:

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

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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "John Gallagher", with a large, loopy flourish extending from the end of the signature.

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
48th	100	100	Office
49th	100	100	Office
50th	100	100	Office
51st	100	100	Office
52nd	100	100	Office
53rd	100	100	Office
54th	100	100	Office
55th	100	100	Office
56th	100	100	Office
57th	100	100	Office
58th	100	100	Office
59th	100	100	Office
60th	100	100	Office
61st	100	100	Office
62nd	100	100	Office
63rd	100	100	Office
64th	100	100	Office
65th	100	100	Office
66th	100	100	Office
67th	100	100	Office
68th	100	100	Office
69th	100	100	Office
70th	100	100	Office
71st	100	100	Office
72nd	100	100	Office
73rd	100	100	Office
74th	100	100	Office
75th	100	100	Office
76th	100	100	Office
77th	100	100	Office
78th	100	100	Office
79th	100	100	Office
80th	100	100	Office
81st	100	100	Office
82nd	100	100	Office
83rd	100	100	Office
84th	100	100	Office
85th	100	100	Office
86th	100	100	Office
87th	100	100	Office
88th	100	100	Office
89th	100	100	Office
90th	100	100	Office
91st	100	100	Office
92nd	100	100	Office
93rd	100	100	Office
94th	100	100	Office
95th	100	100	Office
96th	100	100	Office
97th	100	100	Office
98th	100	100	Office
99th	100	100	Office
100th	100	100	Office

Borough Superintendent