

Appendix A: Progress Toward Goals

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Charter School Name: 332100860949 CONEY ISLAND PREP PUBLIC CS

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<https://reportcards.nysed.gov/files/2011-12/ACC-2012-332100860949.pdf>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the Progress Toward Charter Goals are based on student performance data that the school will not have access to by August 1, 2013 (e.g., the NYS Assessment results), please list goals and explain this in the "Progress Towards Attainment" column. This information can be updated for Appendix A when available but no later than November 1, 2013. Board of Regents-authorized charter schools that opened for instruction in the fall of 2012 or that were renewed in 2012-13 will be held to the same charter-specific academic goals. Board of Regents-authorized charter schools will also be held accountable to Student Performance Benchmark 1 of the Performance Framework.

2012-13 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	Each year, 75 percent of 5th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.	NYS ELA Exam	Not applicable	Not applicable
Academic Goal 2	Each year, 75 percent of 6th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.	NYS ELA Exam	Did not meet--10.4% of 6th graders who have been enrolled at Coney Island Prep on BEDS day for at least two consecutive years performed at or above Level 3 on the NYS EIA examination.	We have a three-pronged approach to improving ELA proficiency in the 2013-2014 school-year. They are: 1) Accountability: We are implementing the Accelerated Reader program for students to use during independent reading times; we are shifting to having

				<p>more shared/whole-group texts; we are utilizing more book clubs; there will be two reading teachers present in the room during more reading periods.</p> <p>2) Non-fiction reading: 5th and 6th graders have an added Social Studies/Science class that focuses on non-fiction reading strategies; 7th and 8th grade teachers are tracking literacy standards in Social Studies Class; students are reading more embedded non-fiction.</p> <p>3) Writing: We are shifting away from narrative writing to more essay writing; we have added a comprehensive conventions curriculum.</p>
Academic Goal 3	Each year, 75 percent of 7th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.	NYS ELA Exam	Did not meet--36.4% of 7th graders who have been enrolled at Coney Island Prep on BEDS day for at least two consecutive years performed at or above Level 3 on the NYS EIA examination.	<p>We have a three-pronged approach to improving ELA proficiency in the 2013-2014 school-year. They are:</p> <p>1) Accountability: We are implementing the Accelerated Reader program for students to use during independent reading times; we are shifting to having more shared/whole-group texts; we are utilizing more book clubs; there will be two reading teachers present in the room during more reading periods.</p> <p>2) Non-fiction reading: 5th and 6th graders have an added Social Studies/Science class that focuses on non-fiction reading strategies; 7th and 8th grade teachers are tracking literacy standards in Social Studies Class; students are reading more embedded non-fiction.</p> <p>3) Writing: We are shifting away from narrative writing to more essay writing; we have added a comprehensive conventions curriculum.</p>
Academic Goal 4	Each year, 75 percent of 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.	NYS ELA Exam	Did not meet--41.98% of 8th graders who have been enrolled at Coney Island Prep on BEDS day for at least two consecutive years performed at or above Level 3 on the NYS EIA examination.	<p>We have a three-pronged approach to improving ELA proficiency in the 2013-2014 school-year. They are:</p> <p>1) Accountability: We are implementing the Accelerated Reader program for students to use during independent reading</p>

				<p>times; we are shifting to having more shared/whole-group texts; we are utilizing more book clubs; there will be two reading teachers present in the room during more reading periods.</p> <p>2) Non-fiction reading: 5th and 6th graders have an added Social Studies/Science class that focuses on non-fiction reading strategies; 7th and 8th grade teachers are tracking literacy standards in Social Studies Class; students are reading more embedded non-fiction.</p> <p>3) Writing: We are shifting away from narrative writing to more essay writing; we have added a comprehensive conventions curriculum.</p>
Academic Goal 5	Each year, 75 percent of 5th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Mathematics examination.	NYS Math Exam	Not applicable	Not applicable
Academic Goal 6	Each year, 75 percent of 6th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Mathematics examination.	NYS Math Exam	Did not meet--40.3% of 6th graders who have been enrolled at Coney Island Prep on BEDS day for at least two consecutive years performed at or above Level 3 on the NYS Math examination.	<p>We have a three-pronged approach to improving Math proficiency in the 2013-2014 school-year. They are:</p> <p>1) Focusing on the "How": Rather than teachers spending time on "what" they are teaching, they will be spending more time focusing on "how" they will teach it. This will be possible by using pulling from additional resources/problem sets, and using more think-alouds during math class.</p> <p>2) Problem-solving strategies: We will be utilizing higher level problem sets.</p> <p>3) Fluency Curriculum: This includes built-in benchmarks for our scholars.</p>
Academic Goal 7	Each year, 75 percent of 7th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Mathematics examination.	NYS Math Exam	Did not meet--45.5% of 7th graders who have been enrolled at Coney Island Prep on BEDS day for at least two consecutive years performed at or above Level 3 on the NYS Math examination.	<p>We have a three-pronged approach to improving Math proficiency in the 2013-2014 school-year. They are:</p> <p>1) Focusing on the "How": Rather than teachers spending time on "what" they are teaching, they will be spending</p>

more time focusing on "how" they will teach it. This will be possible by using pulling from additional resources/problem sets, and using more think-alouds during math class.

2) Problem-solving strategies: We will be utilizing higher level problem sets.

3) Fluency Curriculum: This includes built-in benchmarks for our scholars.

Academic Goal 8	Each year, 75 percent of 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Mathematics examination.	NYS Math Exam	Did not meet--53.1% of 8th graders who have been enrolled at Coney Island Prep on BEDS day for at least two consecutive years performed at or above Level 3 on the NYS Math examination.	<p>We have a three-pronged approach to improving Math proficiency in the 2013-2014 school-year. They are:</p> <p>1) Focusing on the "How": Rather than teachers spending time on "what" they are teaching, they will be spending more time focusing on "how" they will teach it. This will be possible by using pulling from additional resources/problem sets, and using more think-alouds during math class.</p> <p>2) Problem-solving strategies: We will be utilizing higher level problem sets.</p> <p>3) Fluency Curriculum: This includes built-in benchmarks for our scholars.</p>
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2a1. Do have more academic goals to add?

Yes

2012-13 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 9	Each year, 75 percent of 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Science examination.	NYS Science Exam	All of our 8th grade scholars took the Earth Science Regents examination in 2012 - 2013. As a result, they did not take the New York State Science examination.	Not applicable
Academic Goal 10	Each year, 75% of students enrolled in grades 9 – 12 will accumulate 10 or more credits towards graduation.	Student Records	Not applicable	Not applicable

Academic Goal 11	For years 2 through 5 of the proposed charter, grade-level cohorts of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.	NYS ELA Exam	Did not meet.	The 2012-2013 State ELA exam was a very different exam from the 2011-2013 exam. Whereas the 2013 State exam was aligned to the Common Core Learning Standards, the 2012 exam was not. As a result, Commissioner King noted, one cannot compare scores from the 2013 exam with scores from the 2012 exam. Rather, "The results of this year's assessments create a new baseline for measuring student achievement and progress."
Academic Goal 12	For Years 2 through 5, grade-level cohorts of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam. If the percentage of students scoring above proficiency in a grade-level cohort exceeded 75 percent on the previous year's Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year.	NYS Math Exam	Did not meet.	The 2012-2013 State math exam was a very different exam from the 2011-2013 exam. Whereas the 2013 State exam was aligned to the Common Core Learning Standards, the 2012 exam was not. As a result, Commissioner King noted, one cannot compare scores from the 2013 exam with scores from the 2012 exam. Rather, "The results of this year's assessments create a new baseline for measuring student achievement and progress."
Academic Goal 13	Each year, the percent of each cohort of students passing the Math Regents examination will place the school in the top quartile of all similar schools.	NYCDOE Progress Report	Not applicable	Not applicable
Academic Goal 14	Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYCDOE Progress Report peer schools.	NYCDOE Progress Report	Not applicable	Not applicable
Academic Goal 15	Each year, the school will be deemed "In Good	New York State AYP Determination of the	This goal is based on data that we will not have	Not applicable

Standing.”

Federal Title I component
of the state’s “school
accountability system.”

access to by November 1,
2013.

2a2. Do have more academic goals to add?

No

2b. ORGANIZATIONAL GOALS

2012-13 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	Each year, the school will have a daily student attendance rate of at least 95 percent.	ATS Attendance Data	94.78%	Our attendance rate was negatively affected in November due to Hurricane Sandy. Many of our students in Coney Island were displaced, and unable to attend school for a few days, and in some cases, weeks. Had this not happened, our attendance would have been over 95%.
Org Goal 2	Each year, 95 percent of all students enrolled on the last day of the school year will return the following September, exclusive of students who have moved outside of New York City.	Families surveyed on plans for the fall	CIPCS met this measure. We had 341 students enrolled on the last day of school in the 2012 – 2013 school-year. Of those, 324 or 95.01% who are remaining in NYC returned to Coney Island Prep for the 2013 – 2014 school-year.	Not applicable
Org Goal 3	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Board Policies & Meetings	CIPCS met this measure. Coney Island Prep has generally and substantially complied with all applicable laws, rules and regulations. The school’s staff has been trained with respect to all applicable procedures and systems. The staff is empowered to identify and address any possible legal or compliance issues and report these matters to the Board or its counsel.	Not applicable
Org Goal 4	Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.	Board Policies & Meetings	CIPCS met this measure. Coney Island Prep has relationships with legal counsel, charter school support organizations, consultants, the NYCDOE Charter School Office and NYSED to ensure the school is in compliance with all requirements.	Not applicable
Org Goal 5	Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.	Board Policies & Meetings	Lawyers Alliance of New York (LANY), a non-profit organization that works to connect non-profit organizations with law firms to meet their legal needs on a pro-bono basis. Through LANY, Coney Island Prep has worked with lawyers from Cleary Gottlieb Steen and	Not applicable

Hamilton to meet the school's legal needs, and continue to have an ongoing relationship with the firm.

2b.1 Do you have more organizational goals to add?

(No response)

2012-13 Progress Toward Attainment of Organizational Goals

Organizational Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
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2c. FINANCIAL GOALS

2012-13 Progress Toward Attainment of Financial Goals

Financial Goals	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1 Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Independent Audit	CIPCS met this measure.	Not applicable
Financial Goal 2 Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Monthly financial statements are prepared and analyzed by the Director of Finance and reviewed by the Executive Director and Board of Trustees. Year Ending June 30, 2013 Audited Financial Statement.	CIPCS met this measure. The school maintained a positive operating and cash surplus throughout the year and kept within the limits of the budget of operating expenses throughout the school year.	Not applicable
Financial Goal 3 Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.	Year Ending June 30, 2013 Audited Financial Statement Board approved FY14 annual budget.	CIPCS met this measure. We have unrestricted net assets in excess of more than 2% of the FY14.	Not applicable