



**Department of  
Education**

*Carmen Fariña, Chancellor*

**Annual Comprehensive Review Report**  
**for Coney Island Preparatory Public**  
**Charter School**

**SCHOOL YEAR 2015-16**

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEResources.htm>.

## PART 1: SCHOOL OVERVIEW

### Charter School Background

Coney Island Preparatory Charter School (“CIP”) is an elementary, middle and high school located in the Coney Island section of Brooklyn. The school does not have a universal pre-kindergarten program. The school is split sited across three buildings. In K281, CIP serves grades K-2 and is co-located with I.S. 281 Joseph B. Cavallaro serving grades 6-8, and Connie Lekas School serving grades 6-12. In K303, CIP serves grades 5-8 and is co-located with I.S. 303 Herbert S. Eisenberg serving 6-8, Rachel Carson High School for Coastal Studies serving grades 9-12, and K771 serving grades K-12 as a District 75 program. In KAEG, CIP serves grades 9-11 in a private space that is not co-located with any other education programs.<sup>1</sup>

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Principal Cummins has been with the school for less than 1 year; Vice Principal Gilliams-Olivera has been with the school for 4 years; Vice Principal Israel has been with the school for 2 years; Principal Gassaway has been with the school 6 years; Principal Blum has been with the school for 1 year; Vice Principal Guillory has been with the school for has been with the school for less than 1 year; Vice Principal Katcher has been with the school for less than 1 year; Vice Principal Cheeks has been with the school for less than 1 year; Vice Principal and Teacher Pah has been with the school for less than 1 year; Chief Academic Officer Freeman has been with the school for 7 years; Chief Operating Officer Shapiro has been with the school for 4 years; Executive Director Mnookin has been with the school for 7 years and is the founder.

### SCHOOL HIGHLIGHTS

The school has reported that this year’s successes include real-time coaching, lead curriculum planners, and increased small-group instruction.

### CURRENT SCHOOL SNAPSHOT

<b>Coney Island Preparatory Public Charter School</b>	
DBN	84K744
School Leader(s)	Juliana Bryansmith (ES), Ryan Gassaway (MS), Michael Cummins (HS), Jacob Mnookin (ED)
Board Chair(s)	Josh Wolfe
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	21

<sup>1</sup> According to NYC DOE Location Code Generation and Management System.

Physical Address(es)	8787 24th Avenue, Brooklyn, NY 11214 (K-2)
	501 West Avenue, Brooklyn, NY 11224 (5-8)
	294 Avenue T, Brooklyn, NY 11223 (9-11)
Facility Owner(s)	DOE & Private
Enrollment <sup>2</sup>	794
Grades Served	K-2, 5-11

#### CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance <sup>3</sup>
1. Tara Cordone	N/A	Finance	7	1/6
2. Joan Davidson	N/A	Fundraising	7	1/6
3. Aaron Dorfman	N/A	Academic Accountability, Governance	2.5	5/6
4. Godfrey Gill	Treasurer	Fundraising, Finance	7	3/6
5. Jennifer McArdle	Trustee	Governance	2.5	5/6
6. Kathryn Olsen	Vice Chairperson	Finance, Governance	3	3/6
7. Vashaal Rana	Trustee	Finance	7	2/6
8. Kaycee Salmacia	Secretary	Academic Accountability	7	3/6
9. Josh Wolfe	Chairperson	Fundraising, Governance	7	5/6

#### CHARTER AUTHORIZATION PROFILE

<b>Coney Island Preparatory Public Charter School</b>	
School Opened For Instruction	2009-2010
Date of First Renewal	2013-2014

<sup>2</sup> According to ATS data as of October 14, 2015.

<sup>3</sup> The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

Date of Second Renewal	N/A
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2018
Current Authorized Grade Span	K-12
Current Authorized Enrollment	948

Coney Island Preparatory Charter School was renewed for a full 4.5 year term in the 2013-14 academic year with the following condition(s):

<i>Current Charter Conditions</i>	<i>On Target / Not On Target</i>	<i>Notes</i>
1. CIPPCS must comply with NY State Charter Schools Act Section §2854 <ul style="list-style-type: none"> <li>• The school must be in complete compliance with regard to teacher certification by the end of the first year of the next charter term.</li> </ul>	Not On Target	School has more than the allotted number of uncertified teachers
2. The school's elementary expansion is contingent on the NYC DOE receiving a succinct elementary grade expansion plan which should include, but not be limited to, descriptions on curriculum, staff, assessment and specific academic goals by January 31, 2014.	On Target	
3. The school must comply with IDEA and NY State guidelines and mandates regarding students with special needs in the first year of the next charter term. <ul style="list-style-type: none"> <li>• The school must develop a pre-referral/referral process that includes parent notification. The school must report on progress toward IEP goals for all students with IEPs in a timely manner. The school must develop a tracking system for Related Services of students with IEPs. Additionally, each</li> </ul>	On Target	

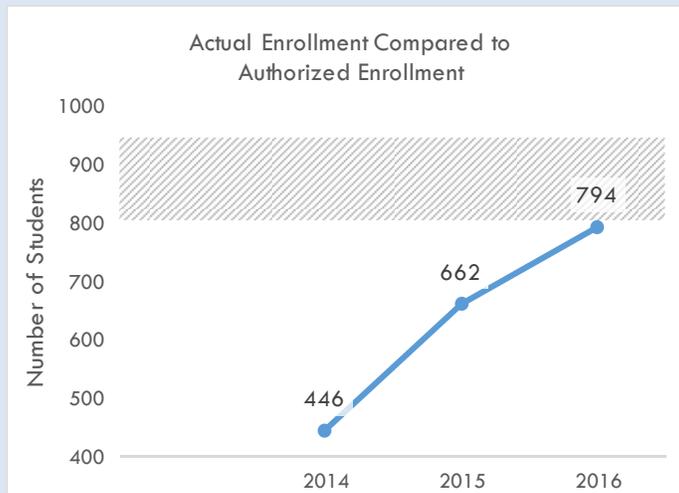
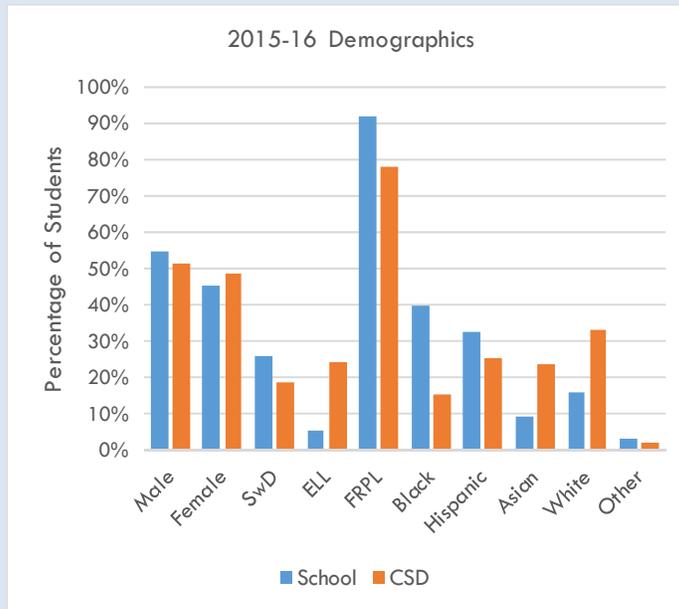
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year, the school must conduct timely annual reviews of all IEPs.

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## ENROLLMENT AND DEMOGRAPHICS



Fully grown charter schools must enroll no less than 15% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

## Part 2: Annual Comprehensive Review Process Overview

### FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

### Essential Questions And Standards

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#### ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

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#### ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

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#### ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

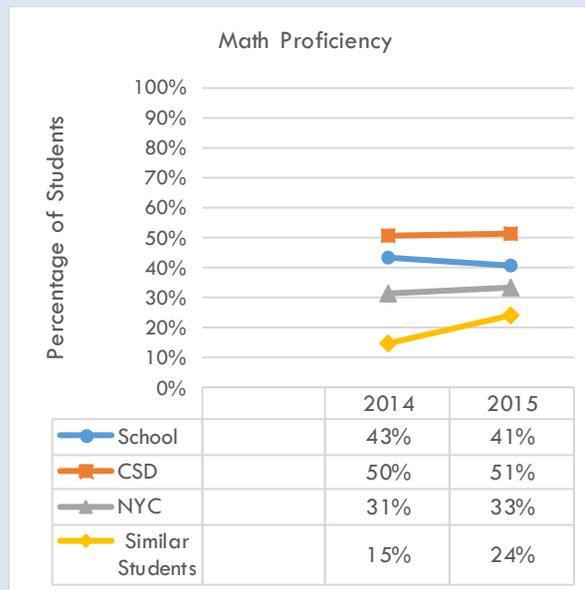
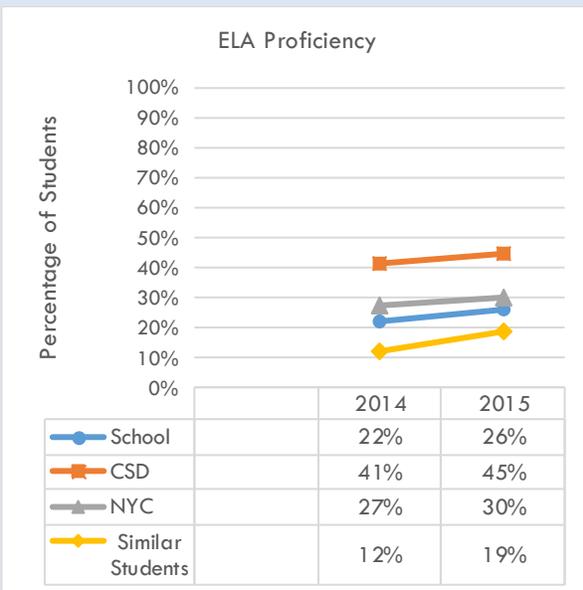
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

## PART 3: REVIEW

### Essential Question 1: Is The School An Academic Success?<sup>4</sup>

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix E.<sup>5</sup> These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

#### OVERALL PROFICIENCY<sup>6</sup>



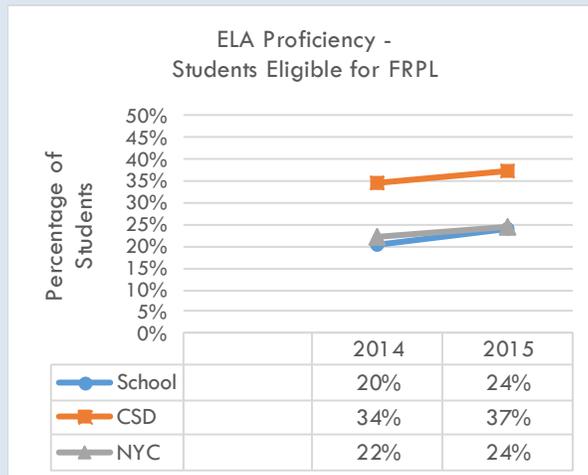
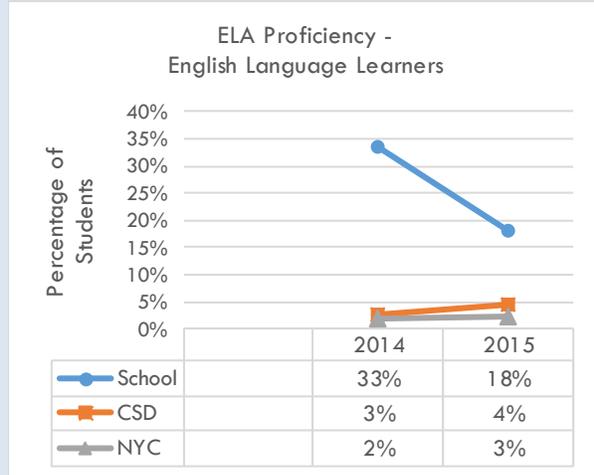
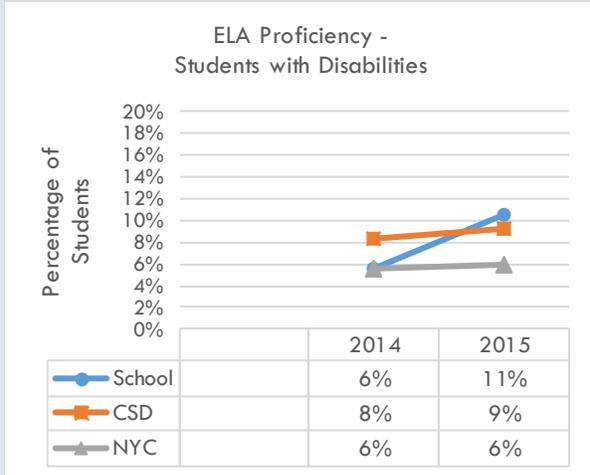
<sup>4</sup> For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

<sup>5</sup> Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

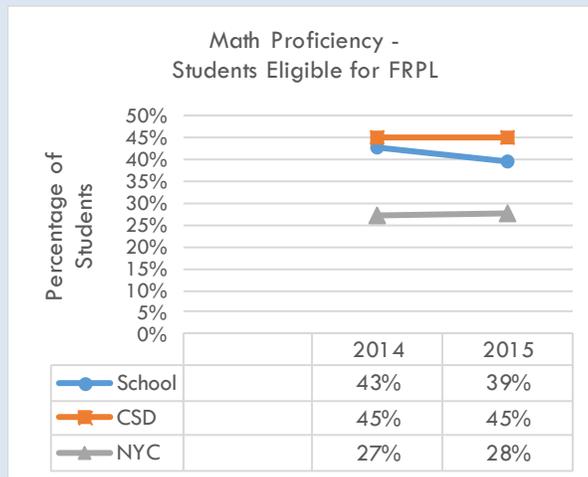
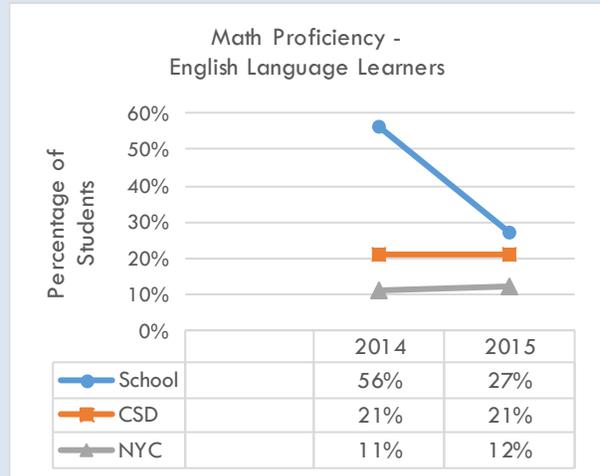
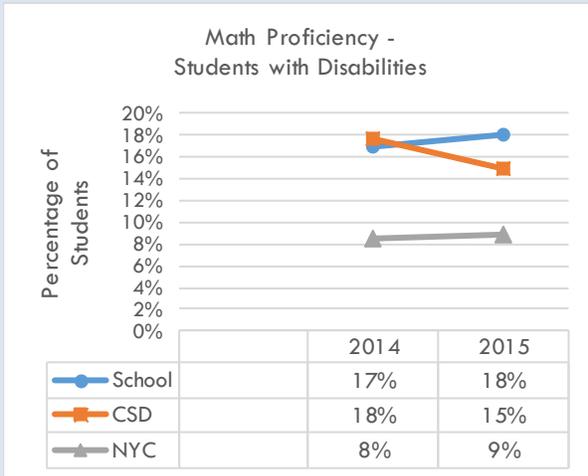
<sup>6</sup> For more on the NYC DOE's similar students comparisons, please see the information here:

[http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports\\_ComparisonGroupDescription\\_20151209.pdf](http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf).

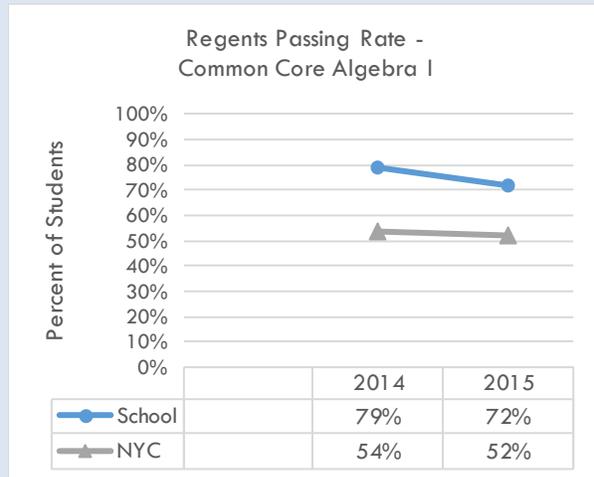
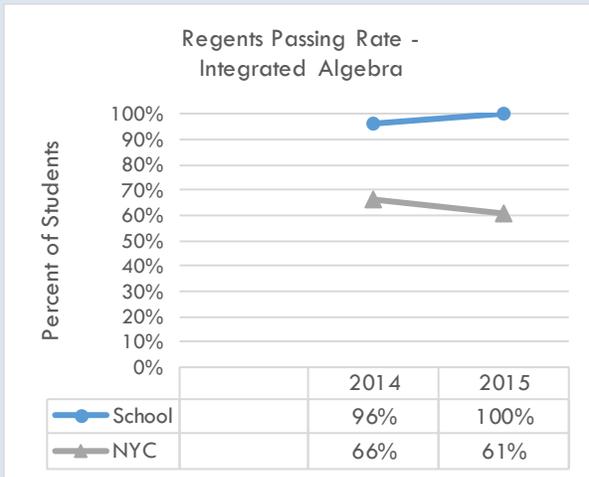
CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH



REGENTS PERFORMANCE - ELA AND ALGEBRA I PASSING RATES<sup>7</sup>



<sup>7</sup> For additional Regents information, please see Appendix D.

## ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below. Details on the Charter Authorizing Team's visit to the school can be found in Appendix H.

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### HIGH EXPECTATIONS FOR ACADEMICS AND BEHAVIOR

CIP believes that all students can learn and achieve at high levels and behave well. Research shows that holding students to high standards helps them to achieve academically. At Coney Island Prep, student expectations are at the core of its educational philosophy. All graduates will earn the opportunity to attend selective colleges and universities, and go on to be successful in the career of their choice.

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### GRADUAL RELEASE OF STRUCTURES

CIP believes that in order to create a learning environment where every moment is maximized, the school needs to be structured and systematized. The school also recognizes that as students get older and need to be afforded increasing independence. We believe in being intentional about what systems and structures are in place in different grades and scaffolding those appropriately.

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### GREAT TEACHERS AND MEANINGFUL, STRATEGIC PROFESSIONAL DEVELOPMENT

High quality teachers are the most important determinant of academic achievement. Without strong teachers delivering exceptional lessons, students cannot make significant academic gains, regardless of how well-behaved they are or how disciplined the learning environment is.

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### ASSESSMENTS AND DATA TO DRIVE INSTRUCTION

To monitor student progress, we will continue to use assessments throughout the year to gather frequent data points regarding students' academic levels. Teachers will discern which standards need to be re-taught to the entire class, and which students need individual remediation and tutoring on particular skills and concepts. Assessment data will guide PD and the support and growth of individual teachers.

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### FAMILY INVOLVEMENT

Parents and schools need to be partners in a child's education. The two need to be aligned philosophically and reinforce each other's messages, so that the child is surrounded by a coherent, consistent and collective

voice which nurtures, encourages and demands academic success. We will foster a successful partnership with the parents of our children through a variety of steps.

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### SEAMLESS K-12 INSTRUCTION

A seamless elementary, middle, and high school education affords the opportunity to craft a strategic curriculum, while creating a strong and lasting sense of community. A seamless K-12 education fully supports our college preparatory mission as the five elementary school years serve as a foundation for the four middle school years at Coney Island Prep, which will continue to build a strong sense of college purpose among students.

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### CHARACTER DEVELOPMENT

It is every adult's job to enforce the ideals of the community and teach young people how to behave and make good decisions. In order to have teachers and other school staff positively affect students' values, attitudes and skills, character development will continue to be an integral part of our academic program. We will continue to explicitly teach and reinforce these core values in Ethics class, advisories, and whole-school gatherings.

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### GOVERNANCE

The Board of Trustees has a developed governance structure. Board meeting minutes are available for the current school year from July 2015 through December 2015 and were used to calculate attendance in the table above. There are no board minutes posted to the website for January, February, March and April.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix E. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix F.

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### SUPPORTIVE ENVIRONMENT

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Compliant	

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**OPERATIONAL STABILITY**

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<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Not Compliant	The staff handbook, fingerprint clearance, Board Bylaws and Certificate of Liability Insurance were submitted on 4/21/16. Escrow was submitted on 4/25/16. The school has not submitted goals or board documents to SED
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	
Board meetings consistently meet quorum <sup>8</sup>	Compliant	

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**COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)**

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<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
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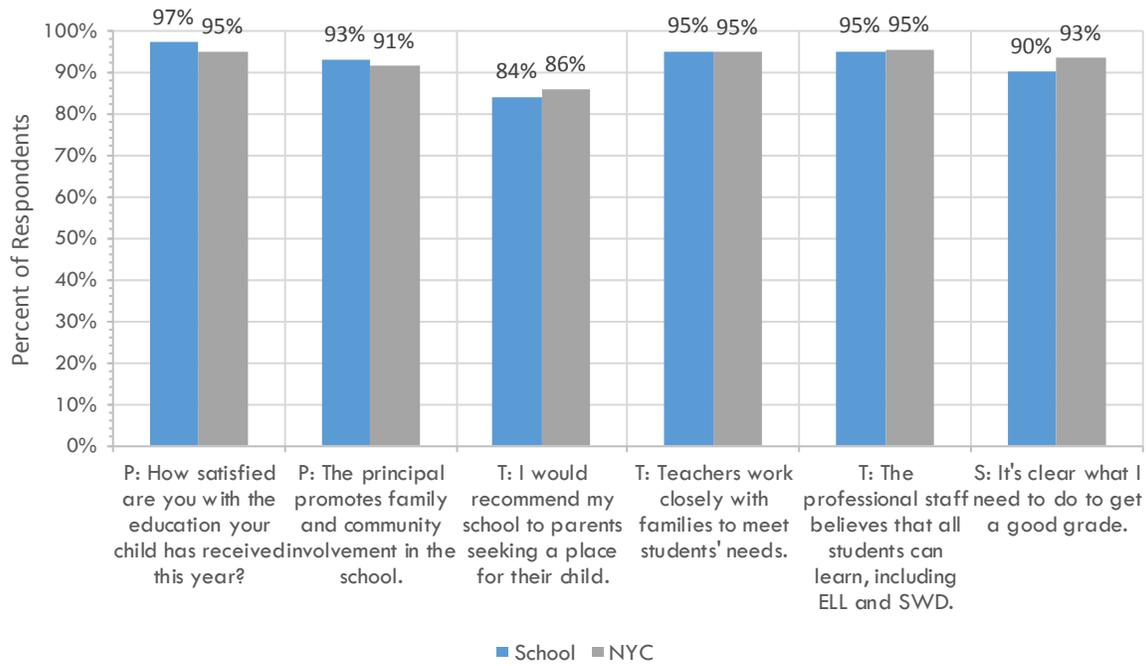
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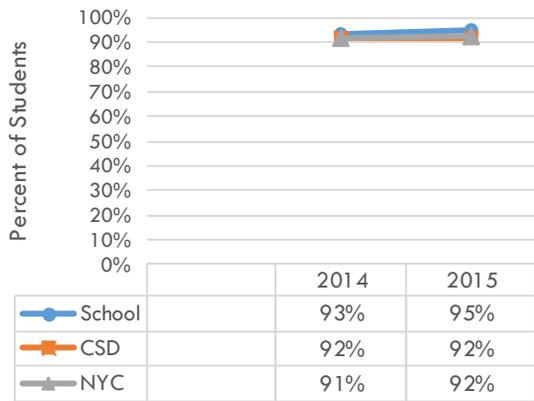
<sup>8</sup> Quorum is defined as 50% of the board members plus one member present at a board meeting.

School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Not Compliant	School has more than the allotted number of uncertified teachers
School is in compliance with employee fingerprinting requirements	Not Compliant	There are school staff members who did not have fingerprint clearance until after their start date in the 2015-16 school year.
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Compliant	
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	

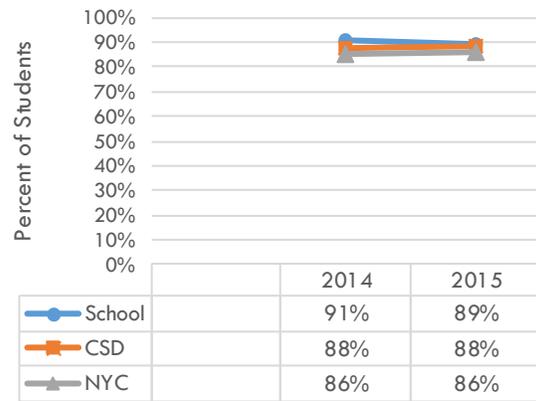
### Percent Satisfaction on the NYC School Survey



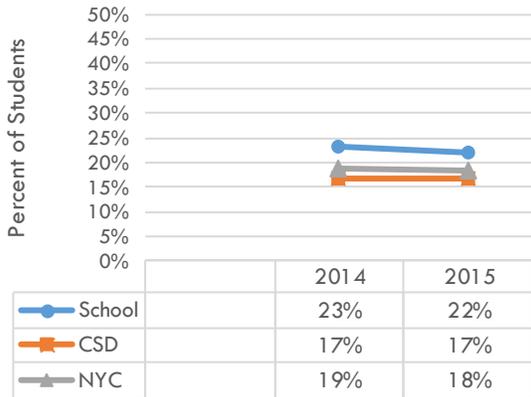
### Attendance Rates



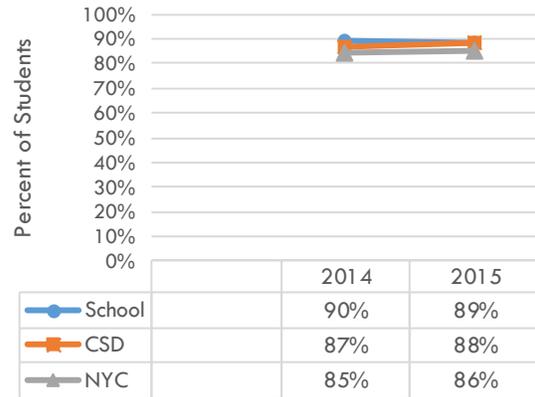
### Retention Rates



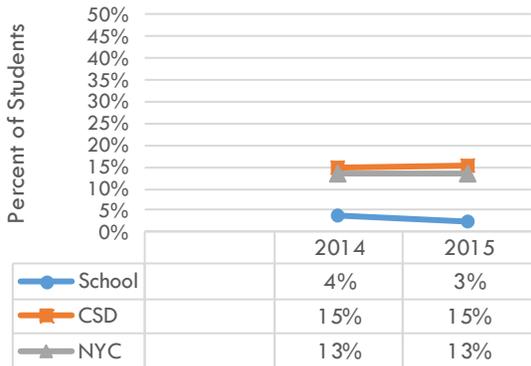
Enrollment Rates - Students with Disabilities



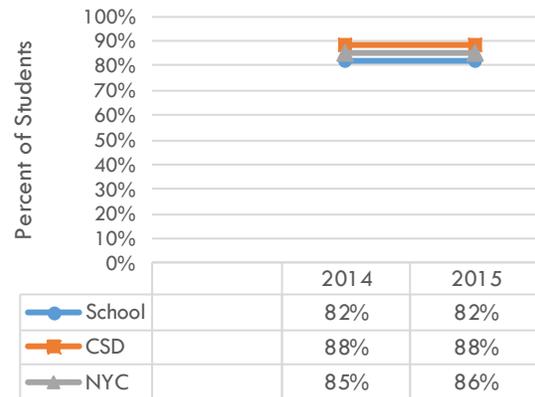
Retention Rates - Students with Disabilities



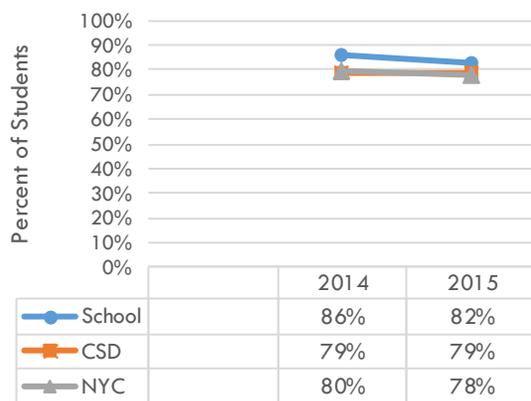
Enrollment Rates - English Language Learners



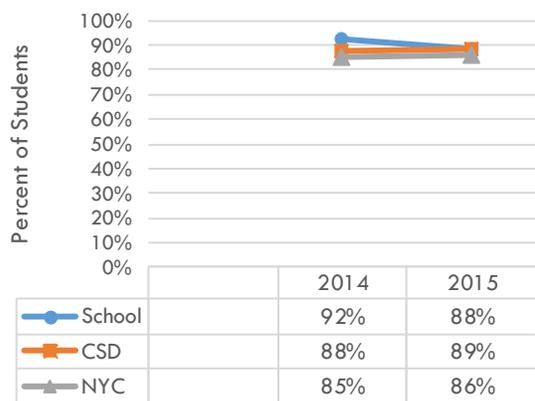
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



### ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Coney Island Preparatory Public Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

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#### SCHOOL FINANCES

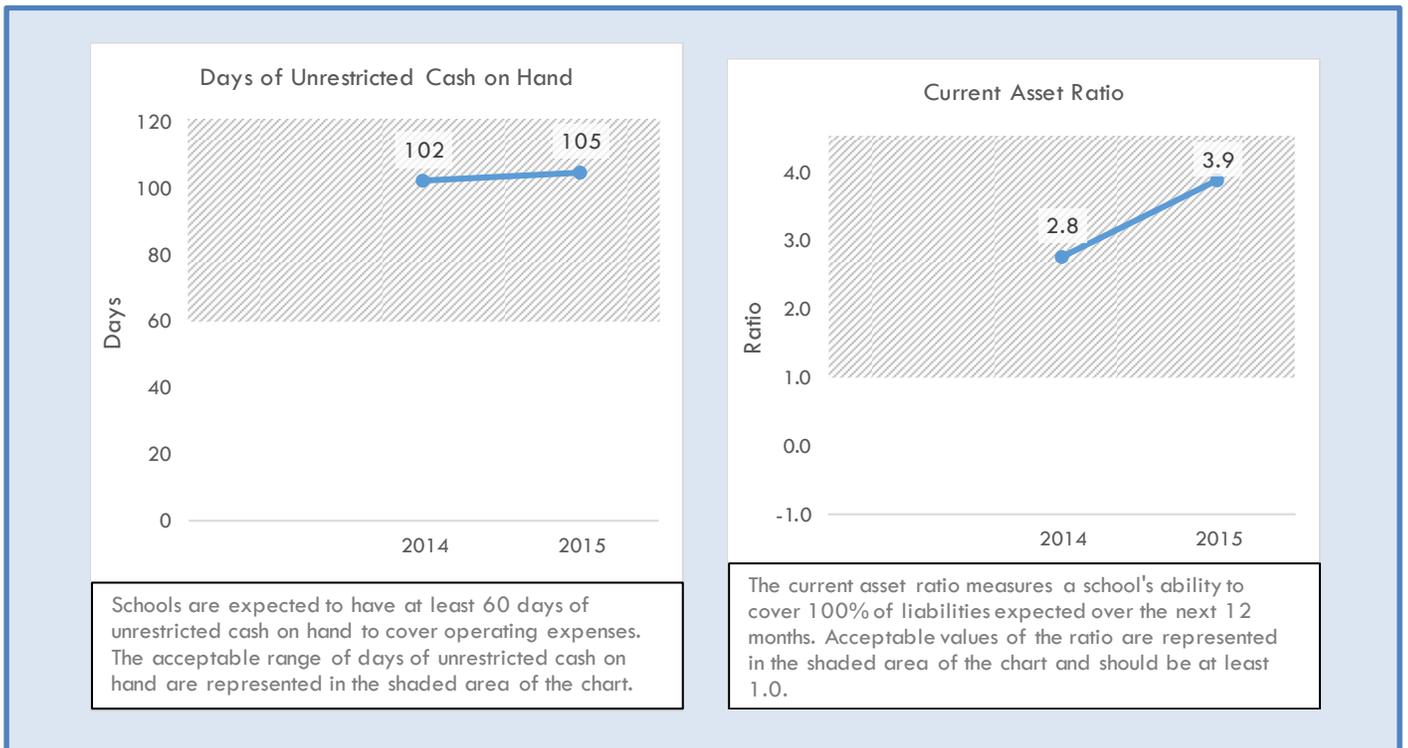
An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

The school does not currently have a relationship with a Charter Management Organization or Community Based Organization.

The school has \$70,343.67 in escrow, meeting the \$70,000 requirement.

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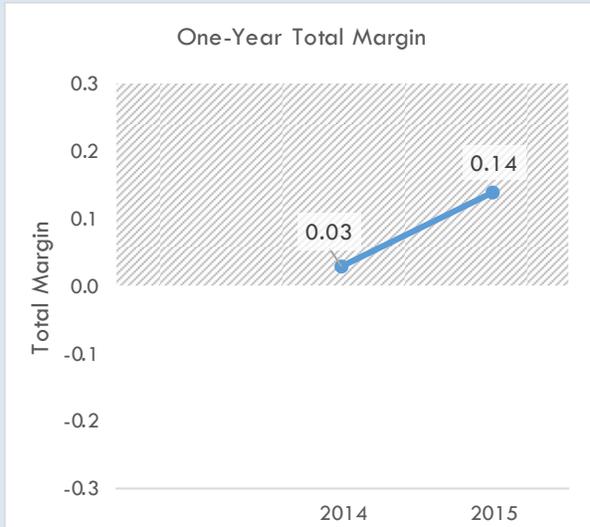
#### SHORT-TERM FINANCIAL VIABILITY<sup>9</sup>



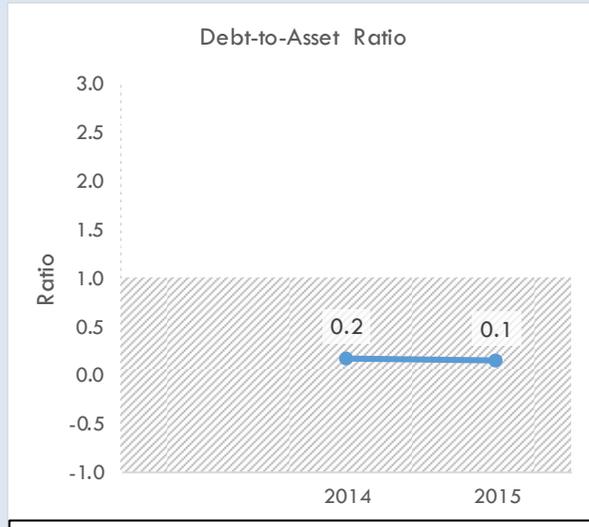
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<sup>9</sup> Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

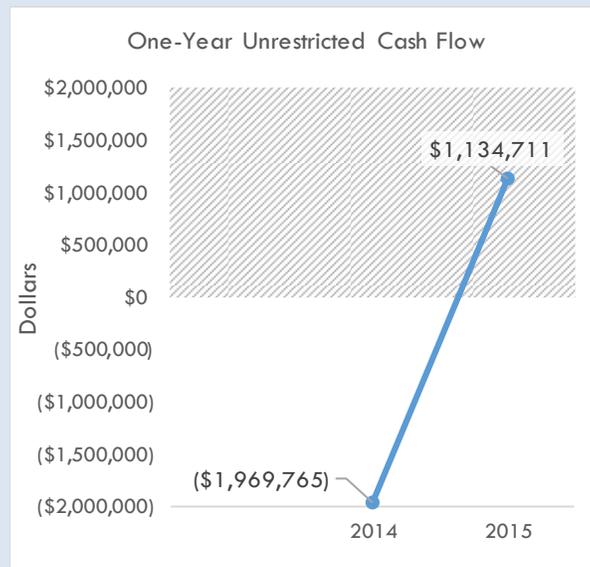
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

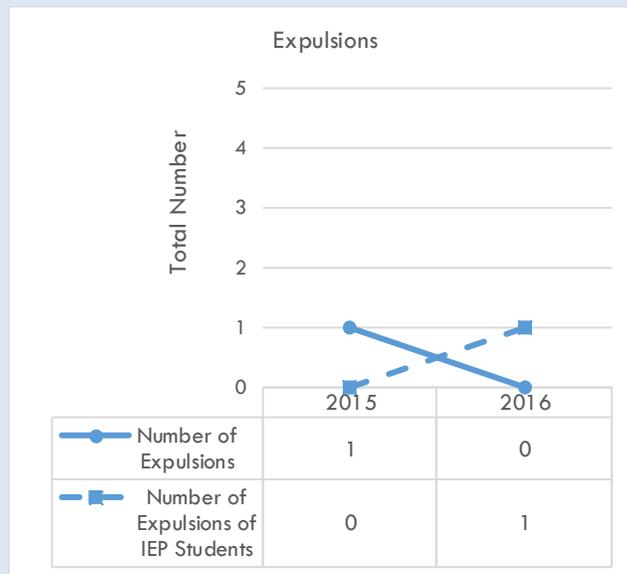
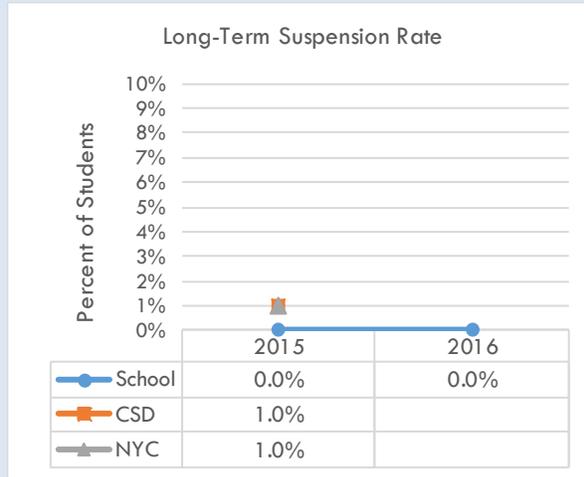
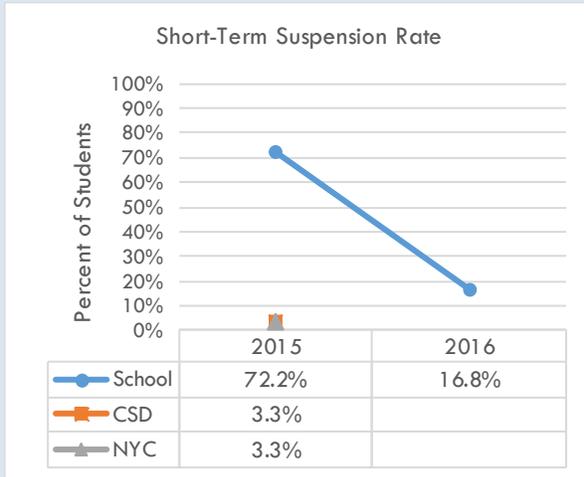
## APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

### PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	182
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	No
Sections per Grade	Grade K-2: 2 sections per grade Grade 5-8: 3 sections per grade Grade 9-11: 4 sections per grade
Primary Entry Grade(s)	K, 5
Additional Grade(s) for which Student Applications are Accepted	1-2, 6-10
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	626
Number of Students Accepted via the Lottery (School Year 2015-16)	62 (Grade K), 95 (Grade 9)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES<sup>10</sup>



<sup>10</sup> City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

## APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

### GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
<b>Coney Island Preparatory Public Charter School</b>			
Grade 5	18%	15%	16%
Grade 6	9%	17%	34%
Grade 7	35%	17%	16%
Grade 8	44%	40%	41%
<b>DIFFERENCE FROM CSD</b>			
Grade 5	-17%	-19%	-18%
Grade 6	-27%	-25%	-10%
Grade 7	-4%	-26%	-30%
Grade 8	4%	-4%	-11%

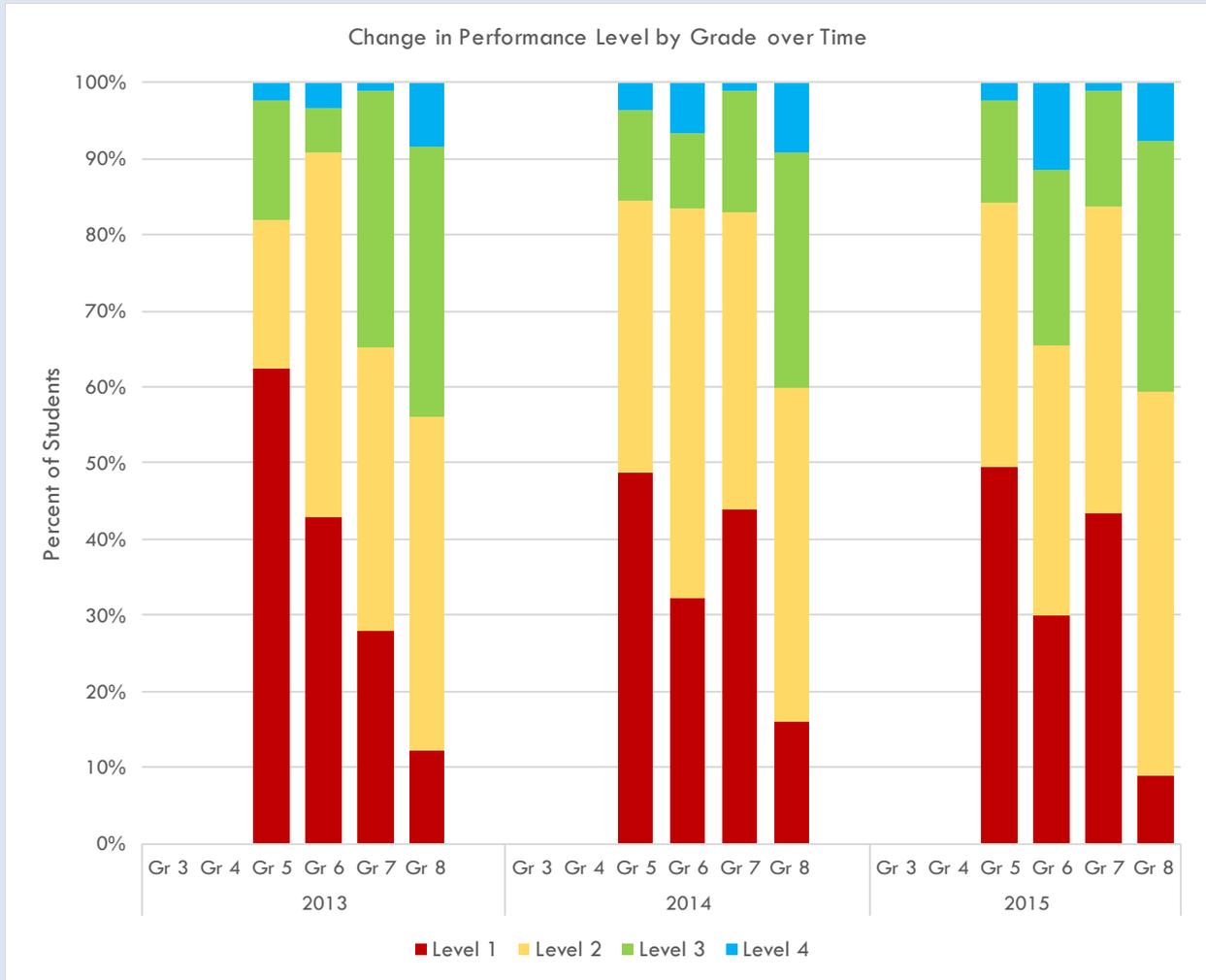
### GRADE-LEVEL PROFICIENCY IN MATH

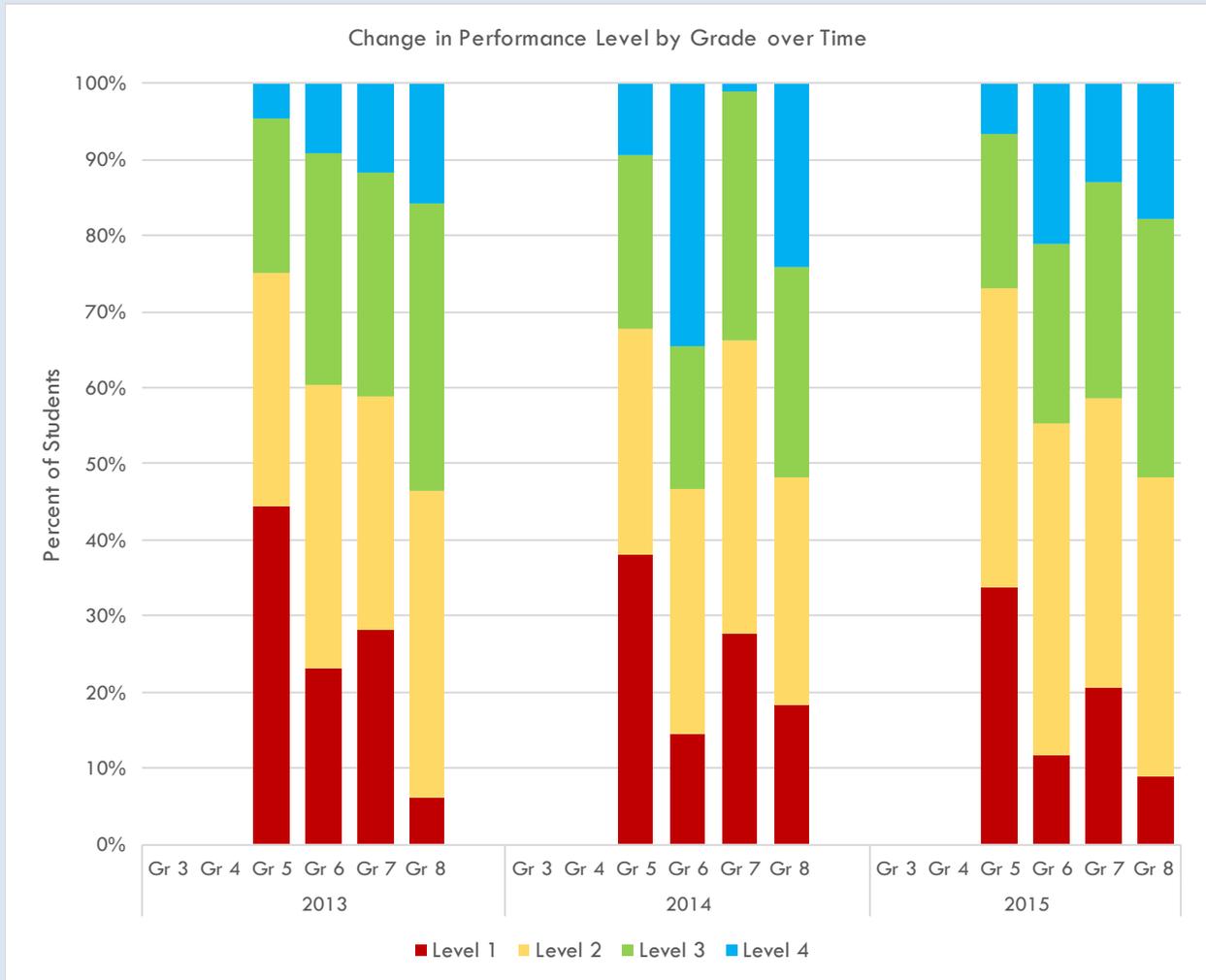
	2012-2013	2013-2014	2014-2015
<b>Coney Island Preparatory Public Charter School</b>			
Grade 5	25%	32%	27%
Grade 6	40%	53%	45%
Grade 7	41%	34%	41%
Grade 8	54%	52%	52%
<b>DIFFERENCE FROM CSD</b>			
Grade 5	-16%	-20%	-24%
Grade 6	-9%	-5%	-9%
Grade 7	1%	-17%	-15%
Grade 8	10%	14%	9%

APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME

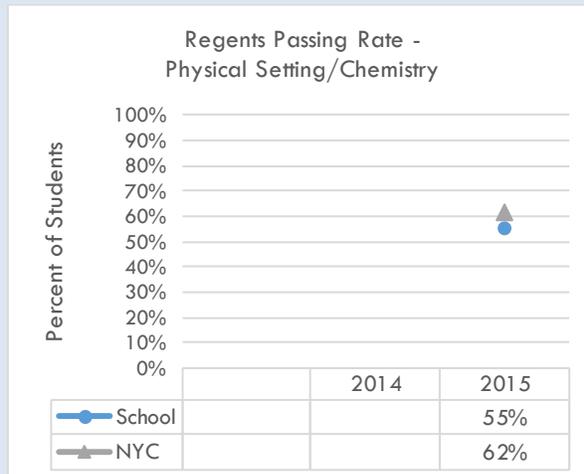
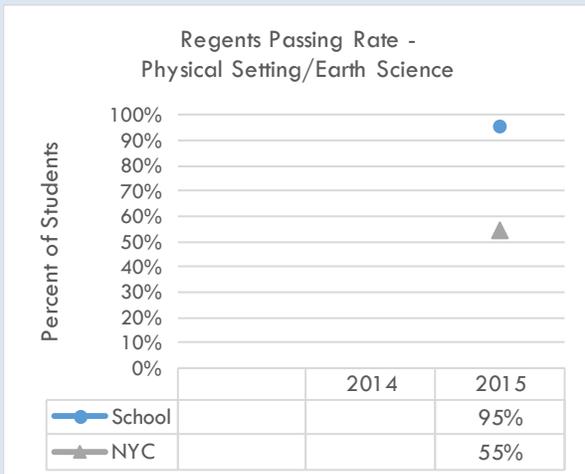
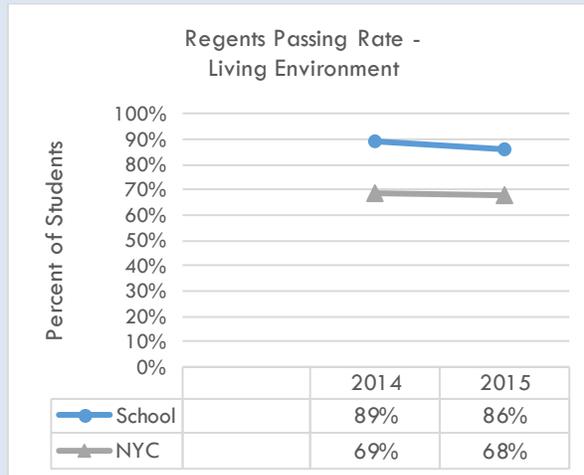
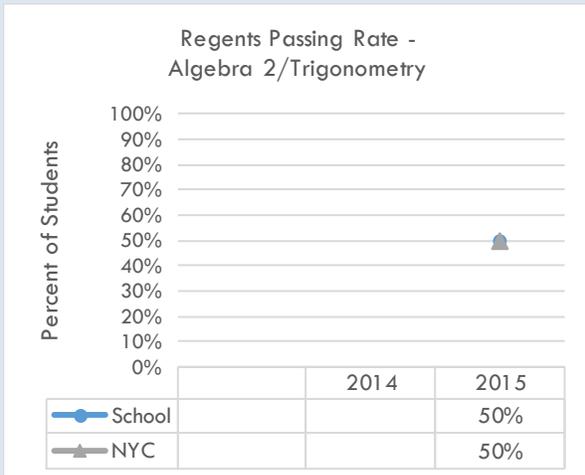
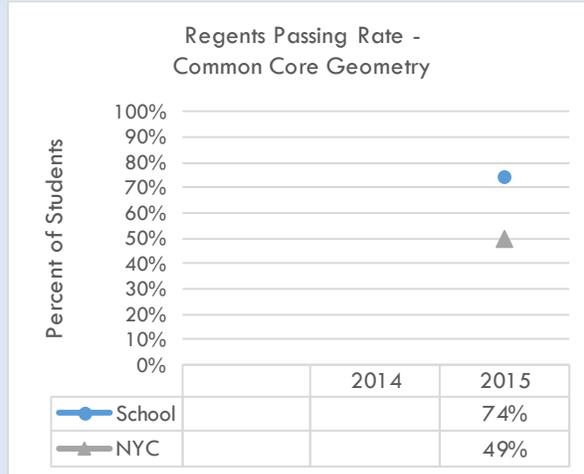
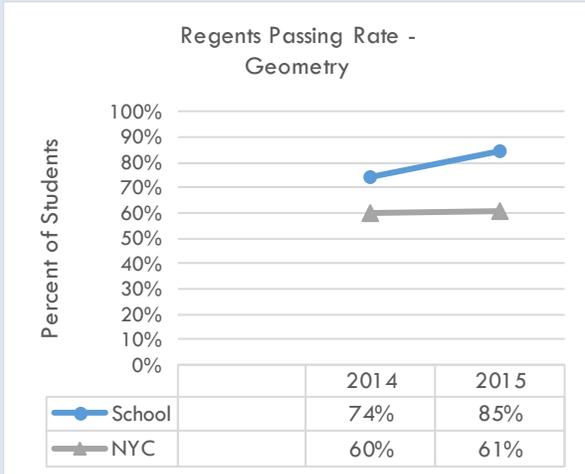
The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

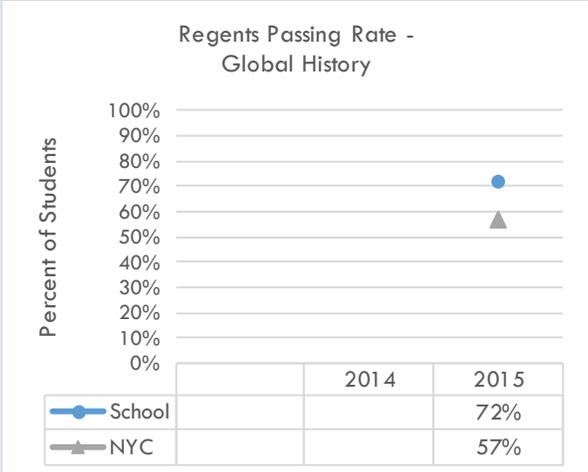
ENGLISH/LANGUAGE ARTS





APPENDIX D: ADDITIONAL REGENTS PASS RATES





## APPENDIX E: CHARTER SCHOOL GOALS

The school did not submit progress against goals as a required part of their annual report submitted to NYSED this school year.

## APPENDIX F: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

### Timeline of Outreach and Promotional Materials

Date	Event
December 2015	Submit Recruitment Form and Zip Code Spreadsheet to DOE/Vanguard  Submit artwork and Word documents to printer and have them ship to Vanguard
January 2016	Mailing I sent out to families of students in CSD 21 with students entering into grades K, and 5.
February 2016	Mailing II sent out
January 30, 2016	Elementary School and Middle School Family Information Sessions
March 5, 2016	High School, Middle School and Elementary School Family Information Sessions
March 2016	Mailing III sent out
April 1, 2016	Application deadline (5 p.m.)
April 6, 2016	Lottery (6 p.m.)

### Communication Plan

Coney Island Prep communicates information to families, including application procedures and logistics regarding the lottery drawing in three main ways, each of which are detailed below:

1. Direct mail: In conjunction with the NYC DOE and Vanguard, we send a mailing to every grade-eligible family in Community School District 21 and immediately adjacent neighborhoods. These mailings include an overview of Coney Island Prep; a bilingual application for enrollment (English

and Spanish), a flyer that includes the dates of our Family Information Sessions; and a self-addressed return envelope.

2. Family Information Sessions: CIP holds several Family Information Sessions held in the evenings and on weekends, in order to accommodate varying work schedules. At these information sessions, CIP provides an overview, including key accomplishments, core beliefs, sample schedule, and an explanation of the academic program. This is also an opportunity for prospective families to ask questions.
3. Advertisements: CIP utilizes paid advertisements on buses and in train stations. These advertisements include contact information for where interested families can get more information, as well as the dates of upcoming information sessions.

### Recruitment Activities

As mentioned above, CIP employ four main strategies for recruiting students, which are listed below:

- 1) Direct Mail: In conjunction with the NYC DOE and Vanguard, we send a mailing to every grade-eligible family in Community School District 21 and immediately adjacent neighborhoods. These mailings include an overview of Coney Island Prep; a bilingual application for enrollment (English and Spanish), a flyer that includes the dates of our Family Information Sessions; and a self-addressed return envelope.
- 2) Family Information Sessions: CIP has several Family Information Sessions held in the evenings and on weekends, in order to accommodate varying work schedules. At these information sessions, CIP provides an overview of Coney Island Prep, including key accomplishments, core beliefs, sample schedule, and an explanation of the academic program. This is also an opportunity for prospective families to ask questions. In addition, outreach with Headstart programs in District 21 will be conducted.
- 3) Advertisements: This year, CIP will be posting advertisements on buses and in train stations as has done in the past.
- 4) Common Online Application: CIP will participate in the New York City Charter Center's common online application. This is an online portal where families can fill out a uniform application and indicate to which school(s) they would like to apply. These online applications are available in a variety of languages, including English, French, Spanish, Arabic, and Mandarin.

### Specific Outreach for English Language Learners and SPED Students

CIP has always enrolled a higher percentage of students classified as special education students than Community School District 21, the district in which our school resides. To that end, the school does not plan to do anything substantively differently from how it has recruited SPED students in the past.

CIP does plan to ramp up outreach to English Language Learners (ELL). CIP has made the paper application and letter available in English and Spanish, and will try to reach out to families of English Language Learners at preschools and through current families. In addition, CIP will reach out to various foreign-language media outlets and utilize our Family Council's foreign language skills for outreach to these groups. The school also

will plan to have translators for Spanish at all of our information sessions and have improved our use of translators to communicate with families who speak other languages.

## APPENDIX G: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the [2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools](#).

## APPENDIX H: SCHOOL VISIT NOTES

Two members of the Charter Authorizing Team (CAT) visited the school on April 21, 2016, met with the leadership team, and observed ten classrooms. The school leadership team identified what CAT team members would see in classrooms and their observations are below.

### Elementary School

- Evidence of tremendous amount of structure
- Evidence of clear directions and behaviors addressed immediately
- Evidence of rigorous questioning and scaffolding down (teachers feigning ignorance)
- Evidence of children treated with respect and guidance

### Middle School

- Evidence of minimized teacher talk
- Evidence of students being on task
- Evidence of the observations from the elementary school

### High School

- Mixed evidence of rigor
- Evidence of gradual release
- Evidence of test preparation