



Office of School Design and Charter Partnerships
2014-2015

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

Coney Island Preparatory Public Charter School	
Authorized Grades	Grades K-12
Authorized Enrollment	948
School Opened For Instruction	2009-2010
Charter Term Expiration Date	June 30, 2018
Last Renewal Term Type	Full Term (4.5 years)

School Information for the 2014-2015 School Year

Coney Island Preparatory Public Charter School	
Board Chair(s)	Josh Wolfe
School Leader(s)	Juliana Bryansmith (ES), Ryan Gassaway (MS), Alexis Johnson (HS)
District(s) of Location	NYC Community School District 21
Borough(s) of Location	Brooklyn
Physical Address(es)	8787 24th Avenue, Brooklyn NY 11214 (Grades K-1)
	501 West Avenue, Brooklyn NY 11224 (Grades 5-8)
	294 Avenue T, Brooklyn NY 11223 (Grades 9-10)
Facility Owner(s)	DOE & Private
School Type	Elementary/Middle/High School
Grades Served 2014-2015	Grades K-1, 5-10
Enrollment in 2014-2015*	652
Charter Universal Pre-Kindergarten Program	No

* Enrollment data as of October 1, 2014

Enrollment Policies (School Year 2014-2015)*	
Primary Grade Level(s) for Which Student Applications for Admission are Accepted	Kindergarten and Grade 5
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	Grade 1 and Grades 6-10
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	327 (Kindergarten), 225 (Grade 1), 261 (Grade 5)
Number of Students Accepted via the Charter Lottery	64 (Kindergarten), 64 (Grade 1), 97 (Grade 5)
Lottery Preferences (School Year 2014-2015)**	
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

* Enrollment policy information is based on self-reported data from the 2014-2015 DOE Annual Charter School Survey.

** Preferences were recorded from the NYC Charter School Center's Online Application. For schools that do not participate in the Common Application, their preferences were self-reported from the 2014-2015 DOE Annual Charter School Survey. If a field is marked "N/A", the school did not provide the information.

Management or Support Organization (If Applicable)	
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/charters/information/directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
High Expectations for Academics and Behavior	Coney Island Preparatory Public Charter School (Coney Island Prep) 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 our educational philosophy. The school wants all graduates to earn the opportunity to attend selective colleges and universities, as well as go on to be successful in the careers of their choice.
Gradual Release of Structures	Coney Island Prep believes that in order to create a learning environment where every moment is maximized, a school must be structured and systematized. The school also believes that as students get older, they need to be afforded increasing independence. Coney Island Prep intentionally scaffolds different systems and structures in various grades.
Great Teachers and Meaningful, Strategic Professional Development	Coney Island Prep believes that high quality teachers are the most important determinant of academic achievement and without strong teachers delivering exceptional lessons, students cannot make significant academic gains.
Assessments and Data to Drive Instruction	To monitor student progress, Coney Island Prep continues to use assessments throughout the year to gather frequent data points regarding students' academic levels. Teachers evaluate which standards needs to be re-taught to the entire class and which students need individual remediation and tutoring on particular skills and concepts. Assessment data guides professional development (PD) and administrative support of individual teachers.
Family Involvement	Coney Island Prep believes that parents and the school need to be partners in a child's education. Coney Island Prep strives to foster a partnership with the parents of the school's students through a variety of steps.
Seamless K - 12 Instruction	Coney Island Prep believes that a seamless elementary, middle, and high school education affords teachers the opportunity to craft a strategic curriculum, while creating a strong and lasting sense of community. A kindergarten through twelfth grade model helps supports the school's college preparatory mission.
Character Development	The school believes that it is every adult's job to enforce the ideals of the community and teach young people how to behave and make good decisions. Character development continues to be an integral part of Coney Island Prep's academic program. The school will continue to explicitly teach and reinforce core values in Ethics class, advisories, and whole-school gatherings.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Kindergarten	63	2
Grade 1	60	2
Grade 2	-	-
Grade 3	-	-
Grade 4	-	-
Grade 5	89	3
Grade 6	86	3
Grade 7	92	3
Grade 8	87	3
Grade 9	89	3
Grade 10	86	3
Grade 11	-	-
Grade 12	-	-
Total Enrollment	652	22

* Enrollment data as of October 1, 2014

Part 2: Annual Review Process Overview

Rating Framework

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs a comprehensive review of each NYC DOE Chancellor-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, OSDCP also inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during school year 2014-2015. The report outlines evidence found during this review.

As per the school's monitoring plan, the NYC DOE may also conduct a visit to a school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

Essential Questions

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 absolute results;
New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

Is the school a fiscally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizers' Core Performance Framework.¹

OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED);
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

Is the school compliant with its charter and all applicable law and regulations?

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

¹ Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

Part 3: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data Since 2012-2013

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts		
	2012-2013	2013-2014
Coney Island Preparatory Public Charter School	26.3%	22.4%
CSD 21	37.9%	41.2%
Difference from CSD 21 *	-11.6	-18.8
NYC	25.7%	27.4%
Difference from NYC *	0.6	-5.0
New York State **	31.1%	30.6%
Difference from New York State	-4.8	-8.2
% Proficient in Mathematics		
	2012-2013	2013-2014
Coney Island Preparatory Public Charter School	39.6%	43.0%
CSD 21	43.5%	50.4%
Difference from CSD 21 *	-3.9	-7.4
NYC	27.3%	31.5%
Difference from NYC *	12.3	11.5
New York State **	31.1%	36.2%
Difference from New York State	8.5	6.8

* All comparisons to either the CSD or NYC take into account only grades the school itself served.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Coney Island Preparatory Public Charter School – All Students	62.0%	65.5%
Peer Percent of Range - All Students	42.2%	58.8%
City Percent of Range- All Students	41.2%	57.5%
Coney Island Preparatory Public Charter School – School's Lowest Third	76.5%	75.0%
Peer Percent of Range - School's Lowest Third	30.7%	39.9%
City Percent of Range - School's Lowest Third	38.3%	43.9%
Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
Coney Island Preparatory Public Charter School – All Students	59.0%	73.0%
Peer Percent of Range - All Students	41.1%	78.1%
City Percent of Range- All Students	42.6%	79.8%
Coney Island Preparatory Public Charter School – School's Lowest Third	68.0%	77.0%
Peer Percent of Range - School's Lowest Third	19.0%	55.3%
City Percent of Range - School's Lowest Third	29.5%	62.0%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Students with Disabilities *	56.6%	50.0%
English Language Learner Students	40.0%	52.2%
Students in the Lowest Third Citywide	49.0%	48.5%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	36.8%	60.0%
English Language Learner Students	28.0%	66.7%
Students in the Lowest Third Citywide	61.0%	57.8%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Coney Island Prep enrolled its first class of ninth grade students beginning in the 2013-2014 school year; this cohort of students is expected to graduate at the conclusion of the 2016-2017 school year. As a result, data on high school graduation rates is not yet available, including closing the achievement gap data for the school's high school grades. In addition, credit accumulation is self-reported by charter schools to the NYC DOE; Coney Island Prep did not provide credit accumulation data to the NYC DOE for the 2013-2014 school year.

Regents Pass Rates

Coney Island Preparatory Public Charter School		
	2012-2013	2013-2014
Integrated Algebra	-	86.7%
Algebra 2 / Trigonometry	-	-
Comprehensive English	-	-
U.S. History	-	-
Chemistry	-	-
Physics	-	-
Living Environment	-	92.7%
Language Other Than English	-	-

Progress Towards Attainment of Academic Goals in 2013-2014²

Academic Conditions & Goals	
Authorizer Mandated Conditions	2013-2014
1. The school must comply with NY State Charter Schools Act Section §2854. • The school must be in complete compliance with regard to teacher certification by the end of the first year of the next charter term.	Not Met
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.	Met
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. • 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 year, the school must conduct timely annual reviews of all IEPs.	Met
Academic Goals	2013-2014
1. Each year, the school will score a "B" or better in the "Performance" section of the NYC DOE Progress Report.	N/A
2. Each year, the school will show progress towards achieving 75% of third through eighth grade students who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the NYS ELA Exam.	Not Met
3. Each year, the school will show progress towards achieving 75% of third through eighth grade students who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the NYS Math Exam.	Not Met
4. Each year, the school will score a "B" or better in the "Progress" section of the NYC DOE Progress Report.	N/A
5. Each year, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by a quarter the gap between the percent at or above Level 3 on the previous year's NYS ELA Exam (baseline) and 75% at or above Level 3 on the current year's NYS ELA Exam. If the percentage of students scoring at or above proficiency in a grade level cohort exceeded 75% on the previous year's ELA Exam, the cohort will demonstrate some growth (above 75%) in the current year.	Not Met
6. Each year, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by a quarter the gap between the percent at or above Level 3 on the previous year's NYS Math Exam (baseline) and 75% at or above Level 3 on the current year's NYS Math Exam. If the percentage of students scoring at or above proficiency in a grade level cohort exceeded 75% on the	Not Met

² Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two. Further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

	previous year's Math Exam, the cohort will demonstrate some growth (above 75%) in the current year.	
7.	Each year, the school will score in the 60th percentile or above peer schools on the NYC DOE Progress Report for its four-year graduation rate, and in the 75th percentile or above peer schools on the NYC DOE Progress Report for its six-year graduation rate.	N/A
8.	Each year, the school will show progress towards having 75% of students enrolled in grades nine through eleven accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who are continuously enrolled in the school, including students who have dropped out or enrolled in an accredited GED program, however, excluding the credits accumulated by students who have transferred from or to another school, were incarcerated, left the country, or died during the school year.	Not Met
9.	Each year, 75% of students who graduate within five years will graduate with an Advanced Regents Diploma.	N/A
10.	Each year, the percent of students performing at or above Level 3 on the NYS ELA Exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of Community School District 21, or whichever Community School District in which the school is located.	Not Met
11.	Each year, the percent of students performing at or above Level 3 on the NYS Math Exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of Community School District 21, or whichever Community School District in which the school is located.	Not Met
12.	Each year, the percent of students in the high school accountability cohort passing a NYS Regents English 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 NYC DOE Progress Report peer schools.	N/A
13.	Each year, the percent of students in the high school accountability cohort passing a NYS Regents Math 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 NYC DOE Progress Report peer schools.	N/A
14.	Each year, the percent of each cohort of students passing the NYS Regents Math Exam will place the school in the top quartile of all similar schools.	N/A
15.	Each year, the school will have a daily student attendance rate of at least 95%.	Not Met

Self-Reported Responsive Education Program & Learning Environment³

Curriculum Changes and/or Adjustments

- Coney Island Preparatory Public Charter School has increased the time spent on small group instruction, particularly for reading and math. This change allows teachers to differentiate instruction and create specific groupings of students, thereby allowing teachers to target instruction to small groups of students.

Interim Assessments Used

- Assessments used at the school include the following:
 - In the 2014-2015 school year, the school implemented more frequent, shorter interim assessments. Teachers created and administered weekly assessments at every grade level and subject. However, this created a cycle of too frequent assessments and prevented teachers from having ample time to collect and analyze data and determine next steps for teaching. The school is currently working to create a viable assessment cycle for the 2015-2016 school year.
 - The school administered the STEP assessment for reading several times a year to its elementary school students. At the middle school, Coney Island Preparatory Public Charter School used interim assessments (IAs) created by the Achievement Network, which allowed the school to measure progress against other schools in the network. At the high school, students participate in interim assessments based on mock Regents.

Approach to Data-Driven Instruction

- Teachers worked with coaches to analyze data and determine how to make adjustments to the curriculum and lesson plans for upcoming lessons. All assessment results were released in a new, school-wide "Report Card" which included sections on student academic achievement, as measured by the weekly assessments.
- The school hosts "data days," which follow the interim assessment program and allow the principal and instructional coaches time to work in-depth with teachers on analyzing student achievement data and revising curricular plans.

Philosophy on Special Education and English Language Learner Service Provision

- Coney Island Preparatory Public Charter School has added several new, dedicated Special Education teacher positions at the middle school and created a new leadership position to oversee them. The school also opened a Dean of Special Education position at both the elementary school and high school level.

Professional Development Opportunities

- Coney Island Preparatory Public Charter School begins every year with a three-week staff orientation. During this time teachers receive professional development on school systems, procedures and routines. Teachers have the opportunity to work in content teams in order to develop curriculum, practice various instructional techniques, and prepare for the first days and weeks of school.
- The school has four professional development days scheduled throughout the year during which time staff members have the opportunity to receive professional development without students in the building.
- The school has also sent teachers on numerous professional development opportunities, such as Teach Like A Champion trainings and the National Council of Teachers of Science trainings. Students are dismissed every Wednesday at 2:00 p.m. and teachers have 3 hours of professional development. This time is usually divided up into a school-wide staff meeting, grade-team meeting, and content-team meeting.
- The school implemented the role of lead curriculum planners at the elementary and middle school level. Instead of requiring every teacher on every grade to write his/her own curriculum and lesson

³ Self-reported information from school-submitted ACR self-evaluation form on May 5, 2015.

plans, grade teams are structured so that there is one lead planner that writes the plans, and then the team meets to review the plan that the lead planner created. This allows teachers to focus on the intricacies of executing a strong lesson, rather than on spending time on lesson planning.

- Every teacher has a coach, and is observed by that coach at least weekly. During the school day, coaches provide teachers with feedback in the moment, while they are teaching. This gives a teacher immediate feedback as well as the opportunity to incorporate that feedback immediately into the lesson. The coach and teacher debrief the observation later in the week in during routine one-on-one check-in.

Teacher Evaluation

- This year the school implemented a new teacher evaluation system which has three main components. The first component is student academic achievement. Administrators created an academic achievement matrix for each grade level and subject that looks at how an individual student performed the year before, and then the teacher earns points in the matrix depending on how that student performs academically in the current school year compared to the prior school year. The second component of the evaluation structure is observations by the teachers' coach. The school created a detailed rubric that clearly defines what it believes excellent teaching to be. Teachers are rated at least ten times per year on the rubric, and the average of those scores goes into their evaluations. The school administers surveys on each teacher to families, students, and their peers and the results of those surveys are factored into a teacher's evaluation.

Differentiated Instruction

- At the elementary school, students received targeted reading supports in small groups based on their STEP level. They also work in small groups for math during Cognitively Guided Instruction (CGI).
- An elementary interventionist pulls students out, as needed, for extra support. At the middle school, the school employs an Integrated Co-Teaching (ICT) model. There are two cohorts in each grade that are fully ICT, and within those cohorts, there are groupings that vary depending upon the lesson and the needs of the students.
- At the high school, the school provides daily office hours to provide voluntary or mandated support to students, while students whose Grade Point Average (GPA) falls below 2.0 are mandated to attend Academic Probation blocks. Coney Island Prep also has two teachers in each one of the Algebra I cohorts.

Adjustments Based on 2013-2014 Data

- Based on data the school collected or received for the 2013-2014 school year, the school did the following during the 2014-2015 school year:
 - The school implemented a new teacher evaluation system and a real-time coaching model.
 - The school rethought its special education program at the middle school and made plans to do the same at the elementary and high school levels.
 - The school began a new assessment model, which allowed for the gathering of data on a weekly basis. The school created lead curriculum planner roles at the elementary level and in literacy at the middle school.

Learning Environment

- The school is founded on the belief that students can only achieve their full potential through high academic and behavioral standards. The first two months of school are devoted to teaching students how to adhere to high behavioral standards. In every class, every student is expected to be engaged in the lesson at every moment.
- Through the use of a kindergarten through twelfth grade academic program, the school anticipates that students will have the opportunity to take at least three Advanced Placement classes. The school developed a high school course of study that will allow the vast majority of its students to graduate with an Advanced Regents diploma. All eighth grade students take a Regents science class and approximately 50% of eighth grade students take a Regents level math class. At the elementary school, students take science every day as a core course.

Essential Question 2: Is the school a fiscally sound, viable organization?

Governance Structure & Organizational Design

School Leadership Team (School Year 2014-2015)		
Title	Name	Number of Years With the School
1. Executive Director	Jacob Mnookin	6
2. Chief Operating Officer	Daniel Shapiro	4
3. Chief Academic Officer	Lindsay Freeman	6
4. Principal	Juliana Bryansmith	1
5. Principal	Ryan Gassaway	6
6. Principal	Alexis Johnson	6
7. Director of Operations	Ashley Weech	1
8. Director of Operations	Khalid Daniels	2
9. Director of Operations	Matthew Faucetta	4

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position – <i>Committee(s)</i>	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Joshua Wolfe	Chair - <i>Fundraising, Governance</i>	Yes
2. Tara Cardone	<i>Finance</i>	Yes
3. Joan Davidson	<i>Fundraising</i>	Yes
4. Aaron Dorfman	<i>Academic Accountability</i>	Yes
5. Godfrey Gill	Treasurer - <i>Fundraising, Finance</i>	Yes
6. Jennifer McArdle	<i>Governance</i>	Yes
7. Jacob Mnookin	<i>Academic Accountability, Fundraising, Finance, Governance</i>	Yes
8. Kathryn Olsen	Vice Chair - <i>Finance, Governance</i>	Yes
9. Vishaal Rana	<i>Finance</i>	Yes
10. Kaycee Salmacia	Secretary - <i>Academic Accountability</i>	Yes

Board of Trustees Committees (School Year 2014-2015)		
Committee Name	Is This an Active Committee?	Evidence of Committee Activity (Roster, Committee Meeting Minutes, etc.)
1. Finance/Audit	Yes	Yes
2. Governance	Yes	No
3. Fundraising	Yes	Yes
4. Academic Accountability	Yes	Yes

School Climate & Community Engagement

Coney Island Preparatory Public Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	39.0%
Instructional Staff Turnover (School Year 2014-2015)**	4.5%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	3
Does the School have a Parent Organization?	No
• If Yes, how many times did it meet?	N/A
• If Yes, how many parents attended these meetings?	N/A
Average Daily Attendance Rate (School Year 2013-2014)***	93.0%

* Reflects 2013-2014 instructional staff who did not return to the school, either by choice or request, at the start of the 2014-2015 school year or who left the school during the 2013-2014 school year.

** Reflects 2014-2015 instructional staff left the school between July 1, 2014 and April 1, 2015.

*** Attendance was taken from ATS.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		Coney Island Preparatory Public Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	59%	62%	62%
	Most students at my school treat each other with respect.	60%	69%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	82%	91%	79%
Parents	I feel satisfied with the education my child has received this year.	97%	93%	95%
	My child's school makes it easy for parents to attend meetings.	93%	91%	94%
	I feel satisfied with the response I get when I contact my child's school.	96%	98%	95%
Teachers	Order and discipline are maintained at my school.	96%	100%	80%
	The principal at my school communicates a clear vision for our school.	100%	100%	88%
	School leaders place a high priority on the quality of teaching.	100%	100%	92%
	I would recommend my school to parents.	90%	83%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

** This question was phrased as "My teachers inspire me to learn" in the 2012-2013 School Survey.

NYC School Survey Response Rates			
		2012-2013	2013-2014
Students*	Coney Island Preparatory Public Charter School	95%	80%
	NYC	83%	83%
Parents	Coney Island Preparatory Public Charter School	85%	70%
	NYC	54%	53%
Teachers	Coney Island Preparatory Public Charter School	100%	100%
	NYC	83%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

Financial Health

Short-Term Financial Health				
	Indicator	Benchmark	School's Measure	Status
Cash Position	Number of days of operating expenses the school can cover without an infusion of cash	60 days (2 months)	120 days	Strong
Liabilities	School's position to meet liabilities expected over the next 12 months	Current assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	3.00	Strong
Projected Revenues	Actual enrollment for 2014-2015 is compared to projected enrollment for 2014-2015 to allow for accounts receivable of budgeted per pupil revenues	Actual enrollment within 15% of authorized enrollment (ratio should be greater than or equal to 0.85)	0.98	Strong
Debt Management	School debts as provided in audited financial statements, as well as payments on those debts	School is meeting all current debt obligations	Not in Default	Strong

Long-Term Financial Sustainability				
	Indicator	Benchmark	School's Measure	Status
Total Margin	Did the school operate at a surplus or deficit during the previous fiscal years?	Value should be greater than 0.00	0.03	Strong
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	0.52	Strong
Ratios	Debt to asset ratio	Ratio should be less than 1.00	0.18	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	7.51	N/A
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$(1,969,765)	Weak
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$3,525,266	Strong

An independent audit performed for fiscal year 2014 (FY14) showed no material findings.

Essential Question 3: Is the school in compliance with its charter and all applicable laws and regulations?

Board Compliance

Board of Trustee Compliance*	
Total Number of Board Members as of April 1, 2015	9
Number of Board Members Required per the Bylaws	7-13
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	0
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	0
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	No; meeting minutes from the March 24, 2015 board meeting were not posted.
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present** / Number Meetings Required per Bylaws***	4 / 12

* All data presented above is as of April 1, 2015.

** Minutes available as of April 1, 2015 were reviewed to determine the number of board meetings in the 2014-2015 school year with a quorum of board members present.

*** Section 2851(2)(c) of the NYS Charter School Act states that charter schools shall have a "procedure for conducting and publicizing monthly board of trustee meetings at each charter school..."

School Compliance

Based on a document review and based on information provided elsewhere in this report, the school is in compliance with:

Compliance Area	Compliance
Teacher Certification ⁴	No
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	Yes
Immunization Record ⁵	Yes
Insurance	Yes
Lottery	Yes
Annual Report Submitted to SED	Yes
Financial Audit Posted	Yes

⁴ The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

⁵ The Department of Health standards require an immunization rate of 99%.

Teachers (School Year 2014-2015)						
Number of Teachers:	Number of NYS Uncertified Teachers:	Percent NYS Uncertified Teachers:	Number of Highly Qualified Teachers:	Percent Highly Qualified Teachers:	Number of Teachers without Fingerprint Clearance:	Percent of Teachers Not Fingerprinted :
67	43	64.2%	67	100.0%	0	0.0%

Student Discipline

Based on a document review, the school's discipline policy contains written rules and procedures for:

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	Yes
Removing students (i.e., suspending)	Yes	Yes
Procedures for expelling students	Yes	Yes
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	Yes	Yes
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	Yes	Yes
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	Yes	Yes
Specifically addresses student discipline policy for students with disabilities	Yes	Yes
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015	In School Suspensions: 64 (10%) Out of School Suspensions: 81 (12%)	

Enrollment and Retention Targets⁶

New York State (NYS) charter schools are required to demonstrate the means by which they will meet or exceed enrollment and retention 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

⁶ State enrollment and retention targets were generated by a calculator developed by the State Education Department (SED). The NYC DOE used the calculator posted on the SED website as of April 1, 2015. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Schools Act, enrollment and retention targets have been finalized by the Board of Regents (BoR) and the board of trustees of the State University of New York (SUNY). These targets are meant to be comparable to the enrollment figures of such categories of the Community School District (CSD) in which the charter school is located.

Charter schools are also required to demonstrate “good faith efforts” to attract and retain a comparable or greater enrollment of SWDs, ELLs, and students eligible for FRPL.

As a consideration of renewal, charter schools are required to “to meet or exceed enrollment and retention targets” for SWDs, ELLs, and students who are eligible for FRPL. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.

- In school year 2014-2015, Coney Island Preparatory Public Charter School served:
 - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived enrollment target for students qualifying for Free or Reduced Price Lunch;
 - a lower percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
 - a higher percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 through September 30, 2014, Coney Island Preparatory Public Charter School retained:
 - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived retention target for students qualifying for Free or Reduced Price Lunch;
 - a lower percentage of English Language Learner students compared to its SED-derived retention target for English Language Learner students; and
 - a higher percentage of students with disabilities than its SED-derived retention target for students with disabilities.

Enrollment of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL) ⁷	Coney Island Preparatory Public Charter School	91.2%	92.3%
	Effective Target	84.8%	85.5%
	Difference from Effective Target	+6.4	+6.8
Students with Disabilities (SWD)	Coney Island Preparatory Public Charter School	26.3%	24.7%
	Effective Target	13.4%	14.4%
	Difference from Effective Target	+12.9	+10.3
English Language Learners (ELL)	Coney Island Preparatory Public Charter School	6.5%	5.1%
	Effective Target	19.7%	22.9%
	Difference from Effective Target	-13.2	-17.8

⁷ The school used a private vendor for lunch services for the 2013-2014 and 2014-2015 school years. As a result, the percentage of students receiving Free or Reduced Price Lunch in the above table may not accurately capture all students who were eligible for the program. Please note that the above figures are based on the NYSED methodology as of April 1, 2015 for calculating enrollment of special populations and utilize the NYC DOE’s Automate the Schools (ATS) records.

Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Coney Island Preparatory Public Charter School	87.9%	N/A
	Effective Target	86.7%	-
	Difference from Effective Target	+1.2	-
Students with Disabilities (SWD)	Coney Island Preparatory Public Charter School	85.5%	N/A
	Effective Target	80.4%	-
	Difference from Effective Target	+5.1	-
English Language Learners (ELL)	Coney Island Preparatory Public Charter School	75.9%	N/A
	Effective Target	76.4%	-
	Difference from Effective Target	-0.5	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	5-9	K-1, 5-10
Enrollment	445	652
CSD(s)	21	21

Essential Question 4: What are the school's plans for the next charter term?

As reported by the school's leadership, the following is noted:

- Coney Island Preparatory Public Charter School will continue to phase in to serve students in grades kindergarten through twelve as per its current charter agreement. Coney Island Preparatory Public Charter School will reach scale serving students in grades kindergarten through twelve in the 2017-2018 school year.