



**THE SUNY CHARTER SCHOOLS
INSTITUTE**

*RENEWAL RECOMMENDATION REPORT
CONEY ISLAND PREPARATORY PUBLIC
CHARTER SCHOOL*

Report Date: September 28, 2022

Review Date: May 11 - 12, 2022

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Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL

8787 24th Avenue, Brooklyn, NY | Grades: K - 2 | NYC Community School District 21
133 27th Avenue, Brooklyn, NY | Grades: 3 - 5 | NYC Community School District 21
501 West Avenue, Brooklyn, NY | Grades: 6 - 8 | NYC Community School District 21
294 Avenue T, Brooklyn, NY | Grades: 9 - 12 | NYC Community School District 21

The New York State Board of Regents (the “Board of Regents”) approved the original charter for Coney Island Preparatory Public Charter School (“Coney Island Prep”) on behalf of the New York City Schools Chancellor (“NYC Chancellor”) on December 16, 2008. The charter opened in the fall of 2009 initially serving 90 students in 5th grade. Coney Island Prep applied to transfer authorizers, which the State University of New York Board of Trustees (the “SUNY Trustees”) approved on October 11, 2017.

“ MISSION

Students at Coney Island Preparatory Public Charter School will develop the academic skills and character necessary for success in selective colleges and universities, and the career of their choice. Students will realize success through a rigorous academic program, in a supportive and structured school community.

CURRENT CHARTER

Serves: Kindergarten – 12th

Chartered Enrollment:
1,404

Charter Expiration:
June 30, 2023

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 12th

Chartered Enrollment:
1,500

Charter Expiration:
June 30, 2028

KEY DESIGN ELEMENTS

Common Core, standards aligned curriculum;



Campuses aligned to academic and developmental grade bands;



Data and academic systems and cycles to drive teacher development;



CHARTER SCHOOL BACKGROUND

KEY DESIGN ELEMENTS CONTINUED

Teacher coaching rubric rooted in equity;



Classroom vision rooted in academic ownership and student voice;



School culture vision rooted in diversity, equity, inclusion, and justice (“DEIJ”) and student voice;



Advisory;



Enrichment: afterschool and summer;



Restorative and trauma informed practices; and,



College preparation, access, persistence.



CHARTER SCHOOL BACKGROUND



NOTEWORTHY

Every year since the graduation of its first cohort in 2017, 100% of students who graduate from Coney Island Prep have been accepted to college. Over the current charter term, at least 83% of each graduating cohort subsequently matriculated into college. Some of the colleges and universities students matriculate to include Howard University, Tufts University, Fordham University, University of Virginia, Syracuse University, St. John's University, Skidmore College, Rutgers University, New York University, Drexel University, Stony Brook University, and Middlebury College.

SUMMARY OF COVID-19 RESPONSE

Coney Island Prep transitioned from asynchronous instruction to live tutoring in spring 2020, to fully synchronous instruction at scale by fall 2020. The charter reformulated its Response to Intervention ("RTI") program to focus on supporting students who experienced unfinished learning or gaps in their learning as a result of the COVID-19 pandemic. In response to the impact of the pandemic on instruction and learning in the past two years, the charter's strategy has been to provide coherent, timely instruction to ensure that all students can access grade level content. In addition to changes to the RTI program, Coney Island Prep also introduced one hour long acceleration blocks into its daily academic schedule to allow for small group instruction or personalized learning. Rather than focusing on remediation, Coney Island Prep's approach has been to accelerate learning so that students are able to catch up to grade level content while focusing on missed standards. The charter's professional development for teachers in August 2020 included dedicated sessions on trauma informed practices and a more robust DEIJ scope and sequence to ensure that all staff members are sufficiently equipped and have developed long-term practices in support of students' academic and social emotional learning needs.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Full-Term Renewal *The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Coney Island Preparatory Public Charter School for a period of five years, with authority to provide instruction to students in Kindergarten – 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 1,500 students. The Institute makes this recommendation based on Coney Island Preparatory Public Charter School meeting the criteria for charter renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).¹*



To earn a **Subsequent Full-Term Renewal**, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the New York Charter School Act of 1998 (as amended, the “Act”):

- 1: the charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the charter in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure, and its purpose, approving the charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.²

1. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

2. See New York Education Law § 2852(2).

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

During its five year charter term, Coney Island Prep is an academic success having met or come close to meeting its key Accountability Plan goals. The information below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

FINDINGS & INFORMATION

Is the charter an academic success?

Having met or come close to meeting its key academic Accountability Plan goals of high school graduation, college preparation, English language arts (“ELA”), and mathematics in its subsequent charter term, the charter is an academic success.

Is the charter an effective, viable organization?

Coney Island Prep is an effective, viable organization. The organizational structure clearly divides operational and academic responsibilities allowing instructional leaders to devote full attention to developing teacher capacity. The charter provides appropriate and effective coaching and support to teachers and leaders. The board works effectively through a committee structure to provide oversight and governance to the charter.

Is the charter fiscally sound?

Coney Island Prep is fiscally sound based on the evidence collected through renewal review. The charter has met its fiscal benchmarks throughout the charter term and presents a reasonable and appropriate fiscal plan for the next charter term.

If the SUNY Trustees renew the charter, are the education corporation’s plans for the charter reasonable, feasible, and achievable?

Coney Island Prep’s plans are reasonable, feasible, and achievable. The charter will continue to implement its effective, successful educational program if renewed.

Based on the Institute’s review of the charter’s performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the education corporation; a review of academic, organizational, governance, and financial documentation; and, a review of the charter’s academic program, the Institute finds that the charter meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant Coney Island Preparatory Public Charter School a Full Term Subsequent renewal of five years.

A stack of several books is shown, with a pair of glasses resting on top. The entire image has a blue color overlay. A white-outlined box is centered over the books, containing the text 'DP', 'DATA PRESENTATION', and 'PAGES: 7-22'. At the bottom of the image, there are four small white boxes, each containing a letter and a corresponding category name: 'AP ACADEMIC PERFORMANCE', 'CP COMPLIANCE PERFORMANCE', 'CS COMMUNITY SATISFACTION', and 'SD STUDENT DEMOGRAPHICS'.

DP

DATA PRESENTATION

PAGES: 7-22

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

STUDENT
DEMOGRAPHICS

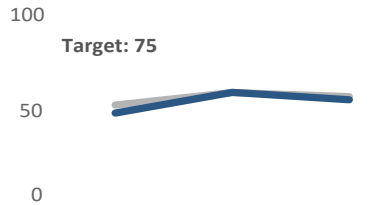


ACADEMIC PERFORMANCE

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL

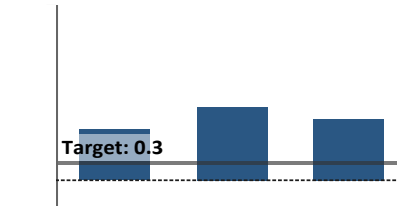
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to **the district**.



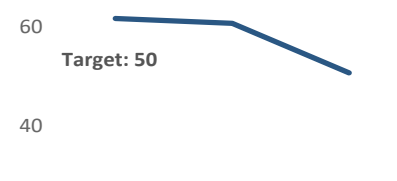
Test Year	Comp Grades	District %	Charter %
2017	3, 6-8	53	49
2018	3-4, 6-8	59	59
2019	3-8	57	55

Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2017	3, 5-8	0.89
2018	3-8	1.28
2019	3-8	1.06

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2017	61.5
2018	60.5
2019	50.6

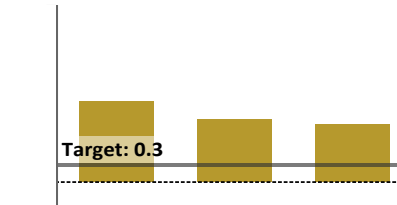
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to **the district**.



Test Year	Comp Grades	District %	Charter %
2017	3, 6-8	52	49
2018	3-4, 6-8	57	56
2019	3-8	58	53

Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2017	3, 5-8	1.36
2018	3-8	1.06
2019	3-8	0.97

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	Charter Mean Growth
2017	73.7
2018	58.1
2019	53.4

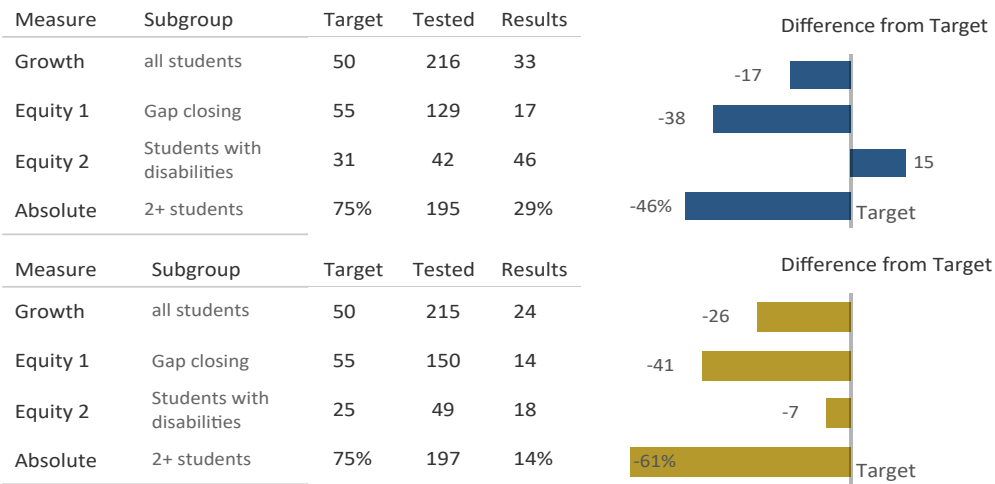


ACADEMIC PERFORMANCE

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL



BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - NWEA MAP*



SPECIAL POPULATIONS PERFORMANCE**

	2017	2018	2019
Students with Disabilities Enrollment	227	256	247
Tested on State Exam	119	133	123
Charter Percent Proficient on ELA Exam	19.3	19.5	23.6
District Percent Proficient	12.9	19.3	18.7
ELL Enrollment	41	53	52
Tested on NYSESLAT Exam	38	50	51
Charter Percent 'Commanding' or Making Progress	26.3	10.0	37.3

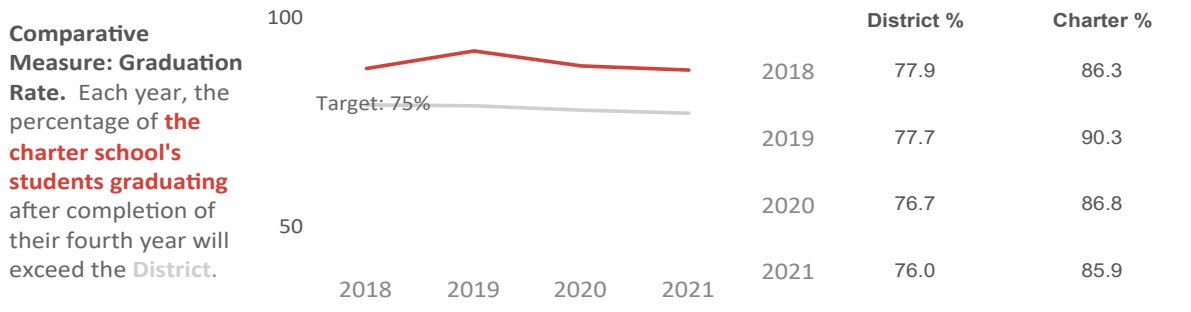
* For description of internal assessments, see section 1A.
** The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".



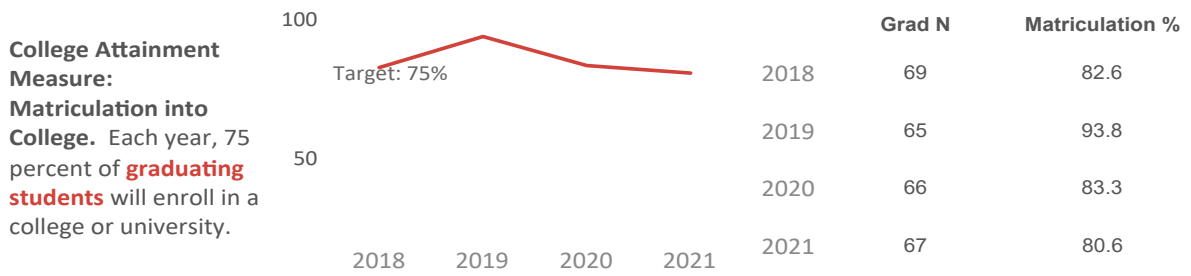
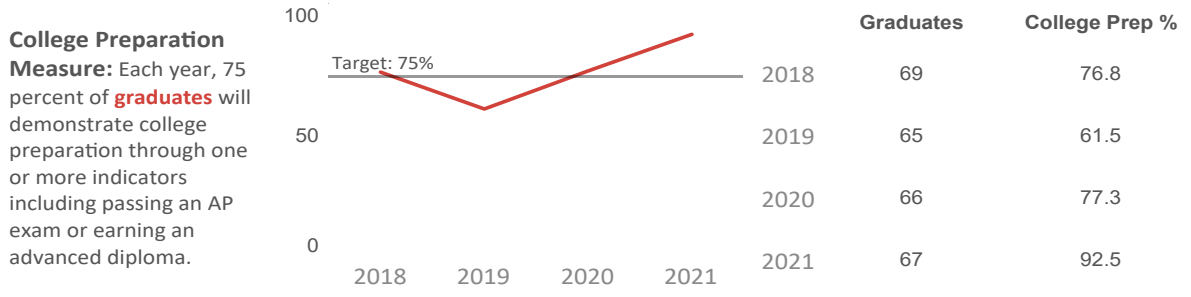
ACADEMIC PERFORMANCE

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL

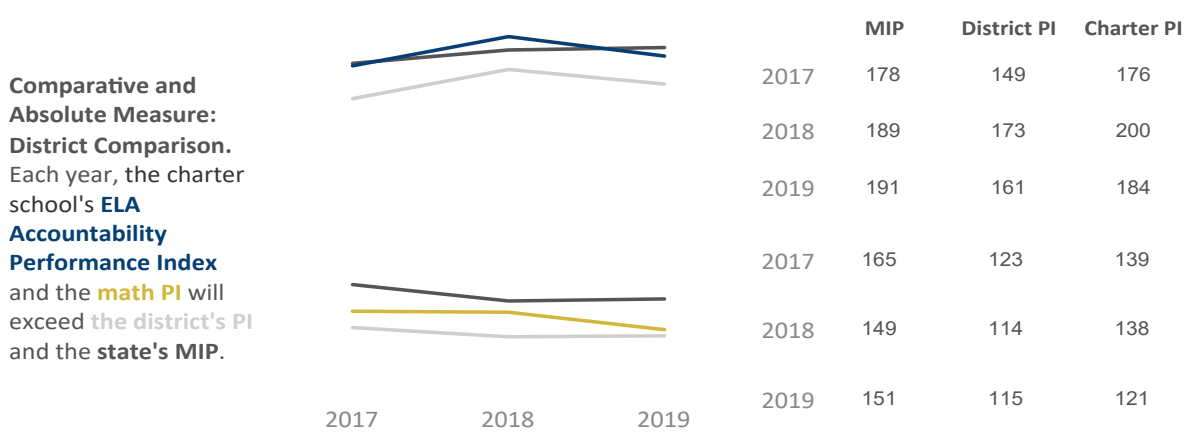
HIGH SCHOOL GRADUATION RATE



COLLEGE PREPARATION AND ATTAINMENT



ENGLISH LANGUAGE ARTS AND MATHEMATICS



ACADEMIC PERFORMANCE



HAS THE CHARTER MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

During its five year subsequent charter term, Coney Island Prep met or came close to meeting its key Accountability Plan goals of high school graduation, college preparation, ELA, and mathematics. Notably, the charter posted high graduation rates each year with 86% of the 2017 cohort graduating after four years in 2020-21. That year, the charter administered the NWEA MAP (“MAP”) assessment to monitor students’ achievement and growth in the absence of credible state exam results. Coney Island Prep also met or came close to meeting its science, social studies, and Every Student Succeeds Act (“ESSA”) goals over the term.

From 2017-18 to 2020-21, Coney Island Prep met its graduation and college preparation goals. The charter’s fourth year Graduation Cohorts graduated at rates that exceed the absolute target of 75% and the district rate every year. In 2020-21, the charter’s 86% four year graduation rate surpassed the absolute target by 11 percentage points and the district by 10 percentage points. The charter also posted high rates of college matriculation over the term.

Coney Island Prep demonstrates college preparation for its graduates through multiple methods including achieving the college and career readiness benchmark on the SAT, passing an Advanced Placement (“AP”) exam, and earning a Regents diploma with advanced designation. Notably in 2020-21, 91% of the charter’s graduates earned the advanced diploma. The distinction requires students to pass eight Regents exams instead of the five typically required for the Regents diploma. From 2017-18 through 2020-21, the charter matriculated at least 81% of its graduates into a college program in the year following graduation exceeding the absolute target of 75%.

Coney Island Prep met or came close to meeting its ELA and mathematics goals over the term. From 2016-17 to 2018-19, the charter’s students enrolled in at least their second year posted proficiency rates that were comparable to the district’s performance in both subjects. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, Coney Island Prep also performed higher than expected to a large degree each year in both subjects. Further, the charter demonstrated consistently high growth results. From 2016-17 to 2018-19, the charter’s mean growth percentiles in ELA and mathematics surpassed the target of 50.

Given the absence of reliable and credible performance data from the state’s ELA and mathematics assessments for 3rd – 8th grade students in 2019-20 and 2020-21, the Institute worked with charters and testing experts to develop a set of performance measures for use with internal and nationally normed assessments. The measures provide a guidepost for schools and the general public to understand performance growth and grade level proficiency in ELA and mathematics. This year, the measures serve to establish a baseline for future analyses of school performance. The measures are:

1. Growth Measure: Each year, students grow at the normed rate according to the beginning of year baseline score.
2. Equity Measure 1: Each year, the median growth of students with low initial absolute achievement is greater than the target.

ACADEMIC PERFORMANCE

3. Equity Measure 2: Each year, the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups is greater than the median growth of the charter's general education students.
4. Absolute Measure: Each year, 75 percent of 3rd through 8th grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.

During the 2020-21 school year, Coney Island Prep administered the nationally normed MAP assessment to demonstrate success on its key academic Accountability Plan goals of ELA and mathematics. The charter generated growth and achievement results aligned to the four measures established by the Institute. That year, Coney Island students enrolled in at least their second year posted rates of achieving the New York State proficiency equivalent of 29% and 14% in ELA and mathematics, respectively. While this level of achievement was under the target of 75%, the charter posted median growth percentiles for students with disabilities that exceeded or came close to the median growth for their general education peers.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

The charter regularly administers assessments that support teachers with instructional planning and align to state performance standards. Many of the assessments, such as end-of-module assessments and daily exit tickets, are part of the curricular programs. The charter annually issues mock state assessments and Regents examinations drawing on questions from previous state examinations.

Coney Island Prep has a clear process for analyzing and creating action plans based on assessment results. Stakeholders across the charter participate in regular and consistent data internalization meetings, which occur at least once every one or two weeks. Teachers administer diagnostics at the launch of each module to identify opportunities for reintroducing specific standards. Vice principals meet first with grade or department level leads, then with grade level or department teachers to analyze mid-module assessment results, end-of-module assessment results, exit ticket data, and student work. In data internalization meetings, staff members identify student skills to address individually and in small groups during acceleration periods or to reteach in general education classrooms. Leaders also use this time to teach classroom teachers the skills to analyze additional student work and assessments independently. Charter leaders develop teacher professional development offerings based on trends identified during data internalization meetings.

The charter makes assessment data readily available to staff members and parents. The charter disseminates an academic dashboard to staff members weekly. Compiled in a document called internally developed instructional practice and development (“IPAD”), leaders share and discuss the findings from classroom observations to identify teacher and program needs. The charter regularly communicates to parents and guardians about students’ progress and growth through several mediums including sending families quarterly student report cards and progress reports twice per quarter, conducting quarterly parent teacher conferences, and providing families access to an online portal with updates on student progress.

CURRICULUM

Coney Island Prep establishes a clear curricular program that supports teachers with instructional planning. The charter utilizes a range of commercially developed curricula particular to specific grade bands, which are aligned to state standards. For ELA, the school uses Wit & Wisdom for Kindergarten – 8th grade, Reading Mastery for phonics instruction, and UnboundED for high school level English courses. For mathematics, the charter utilizes Illustrative Math supplemented by Zearn for Kindergarten – 8th grade and Agile Minds at the high school level. The charter uses Amplify for Kindergarten – 8th grade science, some high school level courses, and elementary level literacy support.

The charter provides unit plans and lesson plans to teachers in all subjects so that teachers do not generally have to create original content for core subjects. Through the module and lesson plan internalization process, Coney Island Prep ensures teachers understand units and lesson plans prior to teaching the content. Through

ACADEMIC PERFORMANCE

weekly lesson plan internalization meetings, teachers meet with instructional leaders and peers to discuss how to deliver, and sometimes modify, particular lessons. In internalization meetings, leaders instruct teachers on how to identify possible student misconceptions and review all lesson plans that teachers deliver. The content for the acceleration period is generally derived from lesson plans already provided to teachers. The charter has a pacing calendar for every grade and core subject that identifies the following for every week and day of the school year: the unit and lesson plan; possible content for the acceleration block; a curriculum internalization folder; student facing materials; and, support materials for students with disabilities. The charter's curricular content and curriculum internalization process guide teachers on what to teach and when to teach it.

The charter has a systematic process for selecting its curriculum but not for reviewing the effectiveness of the curriculum. The charter's process for selecting a new curriculum involves, over the course of a school year, selecting new and veteran teachers and school leaders to participate in a series of discussions to identify and ultimately vet two to three curricular programs before deciding on which curriculum to adopt. Once adopted, the charter pilots the curricula in a subset of classrooms before implementing the curriculum schoolwide during the subsequent academic year. The charter does not have a similarly robust process to examine the effectiveness of its current curriculum to determine whether the school should continue to use it.

PEDAGOGY

High quality instruction is evident throughout most Coney Island Prep classrooms, and the charter's curricular materials support teachers in delivering purposeful lessons with clear objectives across subject areas. Teachers methodically internalize academic content as part of the intellectual preparation process, and lesson activities align to specific standards in each unit module. Some teachers use effective techniques to gauge understanding including cold calling, eliciting choral responses, and circulating among students to check for misconceptions. Each lesson includes an aligned exit ticket, and the charter has an effective system for tracking mastery and using periodic formative assessments to determine areas in which students are struggling. Leadership stated that student voice and choice, as well as academic urgency, are current pedagogical priorities. The Institute observed occasional student-to-student discourse and targeted questioning to develop higher order thinking skills and student autonomy, but the charter has an opportunity to cultivate and expand these practices throughout classrooms and grade levels. Teachers maximize learning time by providing clear directions and facilitating efficient transitions, and most have established effective classroom management techniques that maintain a focus on academic achievement and student growth.

The charter implements Integrated co-teaching ("ICT") effectively in some classrooms to provide differentiated instruction and supports to students with Individualized Educational Programs ("IEPs"), English language learners ("ELLs"), and students struggling academically. Coney Island Prep implements a thorough and strategic plan to address unfinished instruction and accelerate learning. Teachers group students based on identified areas of need during daily acceleration blocks, and the charter uses effective teaching strategies to address knowledge or skill gaps before delivering grade level content. In addition, flex days are built into the pacing calendar to allow time to revisit misconceptions in response to assessment data. Teachers and leaders throughout the organization consistently stress the importance of adjusting practices to meet the demonstrated needs of students while preserving academic rigor and high expectations for all.

ACADEMIC PERFORMANCE

INSTRUCTIONAL LEADERSHIP

Coney Island Prep provides consistently strong instructional leadership that fosters respect and high expectations for performance among teachers and leaders. Teachers and coaches participate in weekly internalization meetings on the charter’s curricula to ensure that teachers are mastering lesson content, anticipating misconceptions, and making connections to the overarching standards and goals for each module. Central office support for instruction, assessment, and curriculum is robust, and allows teachers to focus on mastering content rather than developing curricular materials. Academic directors support principals and vice principals in understanding the curricular materials so that leaders provide training and development to school level instructional staff. There is an emphasis on teacher practice, craft, and reflection to strengthen the classroom environment and improve student performance and growth. Currently, teachers attempt to offer multiple modalities through which students can demonstrate understanding, and instructional leaders are working to support and coach teachers in creating more opportunities for student voice and choice through instruction. Teachers engage in a coaching and observation feedback cycle each week.

The charter establishes a comprehensive professional development program that strengthens the skills and competencies of teaching staff in a thoughtful and differentiated approach. Weekly professional development sessions are generally led by the principal on site, but leaders indicated a plan to include offerings by special education coordinators and vice principals more regularly in the future. Leaders opted to overhaul the charter’s IPAD rubric, and leaders establish a clear vision for what effective teaching and learning looks like at Coney Island Prep. Consistent use of the IPAD during teacher observations, coaching, and evaluations is evident throughout the school. The charter has comprehensive systems to provide feedback to teachers, and instructional leaders set goals and action steps in alignment with the IPAD. Leaders across all levels of the organization identify the importance of holding high standards for adult performance so that Coney Island Prep can maintain high expectations for student growth and performance.

Coney Island Prep has structures in place to ensure teachers have time and resources to internalize curricular materials, effectively respond to data, coordinate both horizontally and vertically across content and grade levels, and develop high quality instructional practices. As the charter looks toward its next charter term, it can define a professional development calendar that anticipates the needs of both experienced and new teachers for next year. Staff members are invested in and appreciative of the support that leaders provide including feeling valued and heard and improving practice due to individualized coaching.

AT RISK PROGRAM

Coney Island Prep is meeting the education needs of students with disabilities, students struggling academically, and ELLs. The charter administers a home language survey to all incoming students, followed by an in-person interview, and the New York State Identification Test for English Language Learners (“NYSITELL”). The charter also follows up with families and students to determine if students have English acquisition needs. The charter provides students and families access to appropriate translation services in cases such as Regents exams, classroom learning, and interventions.

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The charter has effective intervention programs for students with disabilities and students struggling academically. Leaders and teachers consistently monitor students' academic progress to assess if academic needs are being met through Tier 1, Tier 2, and Tier 3 supports. Leaders provide support to general education teachers, as well as specialists, with strategies to support all students. Such strategies include small group and one-on-one instruction, and modeling class work for individual students. Instructional coaches include differentiation strategies into coaching sessions and provide real-time modeling during observations. Teachers and leaders monitor at-risk students' progress and make any adjustments necessary. Teachers access data for subgroups in the charter's online data platform. Each campus has a special education coordinator who provides professional development for campus-based special education teachers and educators. Special education coordinators ensure compliance in IEP implementation, fidelity in lesson planning and pedagogical supports, and act as liaisons for families. Special education coordinators receive central support from the central office director of special education. The charter provides opportunities for collaboration and planning between classroom and special education teachers. Teachers meet to plan instruction during weekly grade and content team meetings.

ORGANIZATIONAL CAPACITY

The structure of Coney Island Prep is effective in allowing the charter to deliver its educational program. From the central office, the senior leaders are governed by a detailed decision-making matrix that clarifies each leader's and team's role in supporting the charter and its leaders. The elementary, middle, and high school programs are effectively co-led by a principal, who leads all instructional aspects, and a director of operations, who leads all non-instructional aspects. This co-leader partnership allows for a separation of duties, clarity in roles, and provides the principal with the opportunity to focus time on improving instruction. Teachers report to vice principals, who lead grade levels at the lower elementary level and content-level teams at the upper elementary, middle school, and high school levels.

The charter has a deep commitment to DEI. This commitment is exemplified in the reshaping of the compensation model, which is driven by an inclusive process that brought the voices of all levels of internal constituents to the table through outside research. The final model is differentiated by instructional and non-instructional staff, which equitably responds to the needs and preferences expressed by Coney Island Prep team members. The charter continues to take feedback from staff members via multiple annual surveys. DEI also drives the impetus behind Coney Island Prep's disciplinary model, which is differentiated by campus and focuses on the developmental needs of students at each grade level.

Recognizing that students speak a variety of different languages, Coney Island Prep leads an effective student recruitment process that translates materials into key languages and hosts recruitment activities where families congregate in the neighborhood. For retention purposes and smooth transitions, the campuses intentionally work together to acclimate students and teachers to new campuses as students are promoted. Coney Island Prep's student enrollment continues to be above target with students on waitlists in every grade where the charter backfills, which is currently Kindergarten – 10th grade. In the next charter term, if renewed, Coney

ACADEMIC PERFORMANCE

Island Prep wishes to expand enrollment to accommodate more students and move the high school program to a bigger private space. Coney Island Prep uses pandemic-related funds to launch new instructional programs including afterschool programs. The charter identifies the programs it will sustain and fund internally so that teachers can continue to support students in the goal of targeting unfinished instruction. While Coney Island Prep has returned to fully in-person instruction, the network continues to design and implement new strategies to respond to a decrease in student attendance rates with a particular focus on the middle school program.

BOARD OVERSIGHT & GOVERNANCE

Coney Island Prep's board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the charter. The board demonstrates a clear understanding of its role in holding leadership accountable for academic results and fiscal soundness.

The board receives detailed reports and updates in the areas of staff, finance, fundraising, governance, school facilities, and governance. The board's fundraising committee creates a successful schedule of fundraising events. It holds meetings in accordance with the Open Meetings Law. Minutes reflect the board regularly reviews and updates school policies. During the current charter term, the board was thoughtful as to student recruitment and development strategies. The board successfully oversaw the acquisition and financing of an additional facility for the upper elementary program.

Coney Island Prep's board is committed to the charter's mission and maintains the necessary skills to effectively govern the charter and ensure its future as an academically successful, financially healthy, and legally compliant organization. The board uses several strategies to track progress toward annual academic, fiscal, and operational benchmarks. The board reviews a data dashboard at each monthly meeting that provides updates on metrics related to enrollment, family engagement, board responsibilities, and staffing. The board also receives a monthly financial and academic reports. The audit and finance committees meet regularly and provide additional oversight for budgeting and fiscal processes. An academic accountability committee meets three times per year to analyze assessment results. Each committee reports out to the full board following committee meetings.

COMPLIANCE REPORTING



HAS THE CHARTER SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL

Admissions Policy

The charter's admission's policy impermissibly provides a preference for students previously enrolled who have enrolled at and attended another school and wish to return to the charter. The Institute will ensure policy and practice is revised prior to the next lottery.

Annual Reports

The charter submitted its annual reports to the Institute and the New York State Education Department ("NYSED") on time and posted portions of the annual reports on the charter's website in accordance with the charter and the Act. The charter has not yet posted Accountability Plan Progress Report and independent audit sections of the annual report for the most recent school year.

The Institute will ensure compliance prior to the start of the next charter term.

Dress Code

The charter's policy impermissibly excludes students from class if not in appropriate uniform. The Institute found that the charter does not, in practice, exclude students for dress code violations, but the charter has admittedly not updated the written policy. The Institute will ensure the policy is revised prior to the start of the next charter term.

FOIL

The charter has an appropriate Freedom of Information Law ("FOIL") policy but the charter's website fails to provide a FOIL subject matter list. The Institute will follow up with the school post a subject matter list prior to the next charter term.

Teacher Certification

The Act allows charters to hire up to 15 uncertified faculty members contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM), or career and technical education courses.

At the time of the visit, the charter had fifty-two teachers over the allowable limit. Fifty of sixty-seven uncertified teachers meet the appropriate qualifications under the Act. Coney Island Prep provides a stipend to eligible candidates toward certification or certification renewal. The charter also partners with Teach For America.

COMMUNITY SATISFACTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE 10%	OVERALL SATISFACTION 95%	TRUST 97%	EFFECTIVE SCHOOL LEADERSHIP 98%	STRONG FAMILY & COMMUNITY TIES 97%
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Parent Survey Data

The Institute compiled data from the New York City Department of Education’s (“NYCDOE”) annual family survey. The Institute and NYCDOE recognize that participation rates over the COVID-19 pandemic have been lower than previous years. In 2020-21, 10% of families responded to the survey. Of those respondents, 95% indicated satisfaction with the programs at Coney Island Prep.

Parent Focus Group

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. While most family members in attendance expressed high levels of satisfaction with communication and programming at Coney Island Prep, some families raised concerns about discipline in the middle school program. Families shared that the charter has effective communication systems in place to keep them well-informed about student achievement. Families also appreciate the support that the charter provides to students in high school and college. Families also mentioned that during the remote and hybrid learning periods that they felt the charter took every precaution possible and did an excellent job of transferring the academic program to a remote environment.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

COMMUNITY SATISFACTION

The NYCDOE held its required hearing on Coney Island Prep’s renewal application on April 5, 2022 by videoconference. One person spoke in support of the application. The chief executive officer (“CEO”), who has been with the school since 2009, acknowledged the charter is stronger because of the pandemic, and 100% of seniors have been accepted to college. The CEO spoke of the charter’s commitment to the community ensuring devices and internet access for all families, distributing 125,000 meals to its local school district residents, and distributing \$225,000 in microgrants to families to assist with essentials. The CEO stated the charter has a continued commitment to equity in how it serves and shows up for staff, families, and students. No one spoke in opposition to the application.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 91% of Coney Island Prep students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report. Student persistence data from previous years of the charter term is available in student demographics section of the report.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.

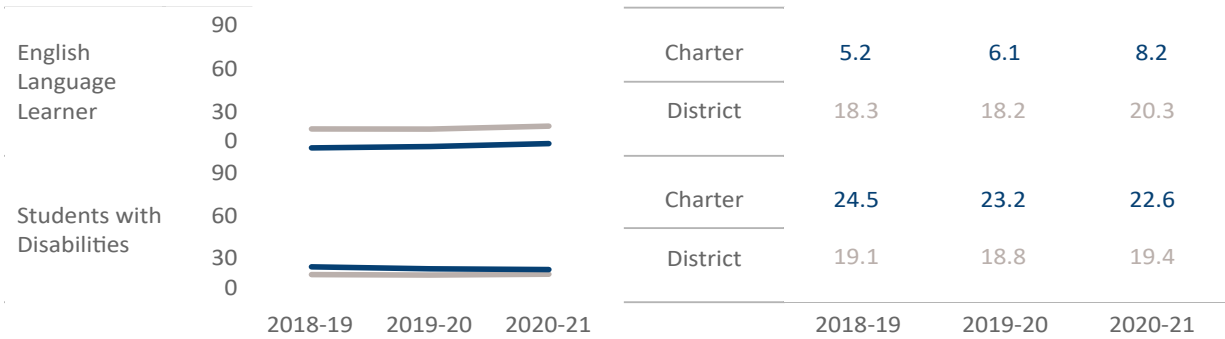


STUDENT DEMOGRAPHICS

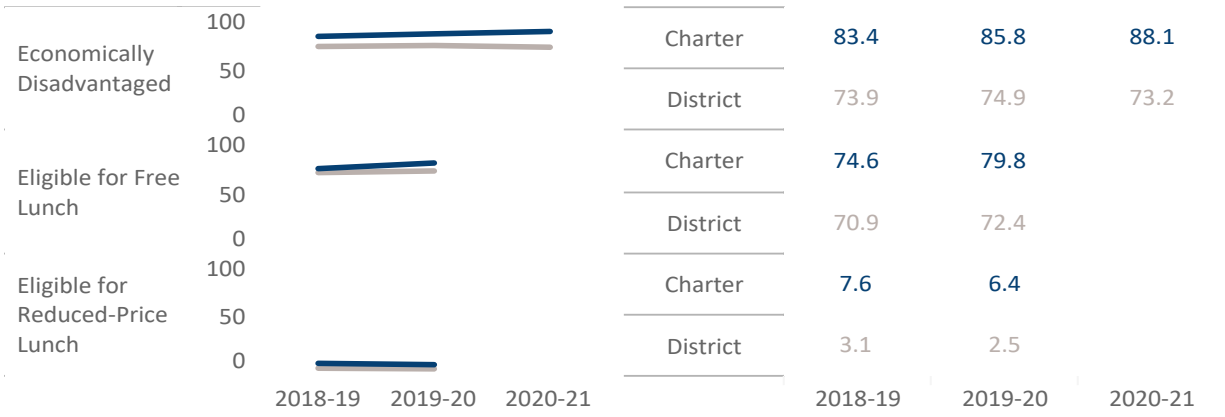
Coney Island Preparatory Public Charter School

Brooklyn CSD 21

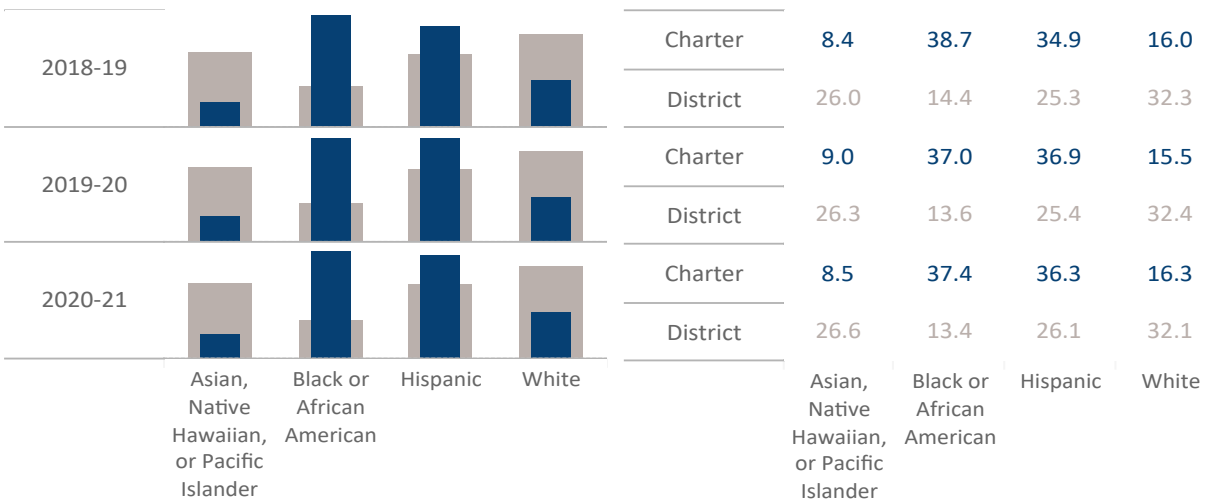
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

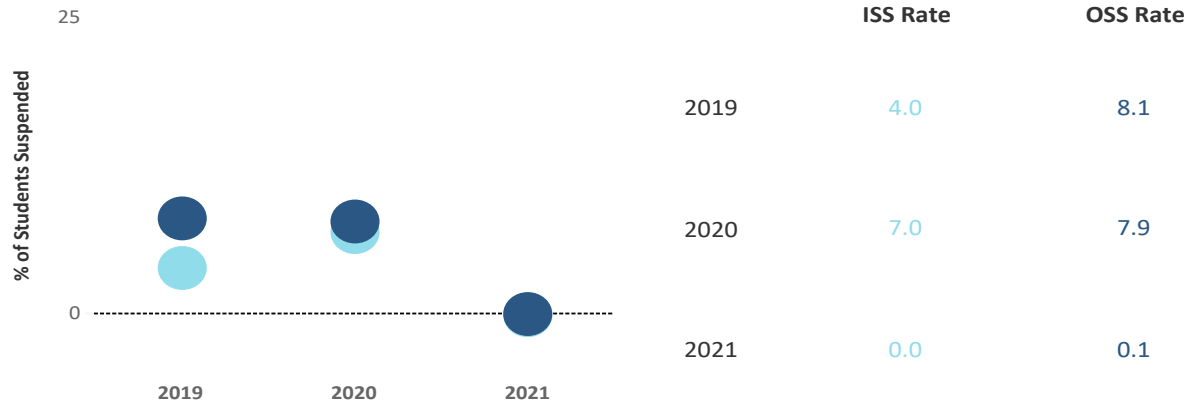


* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.

STUDENT DEMOGRAPHICS

Coney Island Preparatory Public Charter School

Brooklyn CSD 21



ISS Rate

OSS Rate

Year	ISS Rate	OSS Rate
2019	4.0	8.1
2020	7.0	7.9
2021	0.0	0.1

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return

Expulsions: The number of students expelled from the charter each year

Year	Persistence in Enrollment (%)	Expulsions (2019)	Expulsions (2020)	Expulsions (2021)
2018-19	89.8			
2019-20	87.4	0	0	0
2020-21	90.9			

Coney Island Preparatory Public Charter School's Enrollment and Retention Status: 2020-21

		Target	Charter
enrollment	economically disadvantaged	76.4	88.0
	English language learners	15.9	7.5
	students with disabilities	15.8	23.6
retention	economically disadvantaged	93.8	90.8
	English language learners	94.0	88.2
	students with disabilities	93.5	92.8

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. The Institute examines each charter’s progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Coney Island Prep makes good faith efforts to meet its enrollment and retention targets. Although the school does not meet its enrollment target for ELLs, the charter adjusts its recruitment and enrollment strategies to include:

- providing a lottery preference for ELLs so that each ELL student receives a 4 to 1 weighted application;
- sending mailings to every grade eligible family in the local community and surrounding neighborhoods that advertise the charter program including services provided for students with disabilities and ELLs;
- hosting information sessions for grade eligible families in the local community and surrounding neighborhoods;
- distributing student recruitment materials in Mandarin, Russian, Spanish, and Urdu;
- providing translation services to prospective families at outreach events;
- partnering with pre-Kindergarten programs that serve a high number of ELLs to inform about services at Coney Island; and,
- conducting information sessions for prospective families led by Coney Island families who have students with disabilities enrolled in the charter to answer questions for prospective parents about the charter’s special education program.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Coney Island Prep is fiscally sound based on the Institute’s review of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.³



DOES THE CHARTER OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

The education corporation operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures.	+
Board members, charter leadership, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

3. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.

FISCAL ANALYSIS

DOES THE CHARTER MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures, and practices, and maintains appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation's Financial Policies and Procedures manual is reviewed and updated on a regular basis.	NOVEMBER 2021

DOES THE CHARTER COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports are generally filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

FISCAL ANALYSIS

DOES THE CHARTER MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	+
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter’s operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants.	N/A

Coney Island Prep has reported operating surpluses in each year of the current charter term accumulating \$12.3 million in net assets as of June 30, 2021. The charter also has 2.1 months of cash on hand to pay liabilities due shortly for the same time period. The charter invested \$9.2 million in funds into certificates of deposit. The benchmark ratios were affected by the redistribution of the Balance Sheet accounts out of current and available to longer term assets. Coney Island has funded and maintained the required \$75,000 in a separate escrow account in case of dissolution.

FISCAL ANALYSIS

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1	-	5,145,804	6,546,074	7,621,135	3,641,347
Grants and Contracts Receivable	-	908,817	386,209	1,002,243	1,445,847
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	298,929	289,284	311,642	189,400
Contributions and Other Receivables	-	-	-	-	-

Total Current Assets - GRAPH 1

Property, Building and Equipment, net	-	2,839,125	2,400,353	2,048,982	2,002,332
Other Assets	-	351,854	133,190	2,712,263	9,457,332

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	-	595,198	626,629	845,356	1,096,971
Accrued Payroll and Benefits	-	922,990	927,990	720,713	698,146
Deferred Revenue	-	-	16,109	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	27,836	37,015	59,132	-

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities	-	-	-	2,555,000	2,555,000
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Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions	-	7,185,216	7,529,242	9,100,286	12,386,141
With Donor Restrictions	-	614,635	474,545	334,455	-

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment	-	14,506,662	15,813,636	16,443,607	16,496,248
Students with Disabilities	-	2,874,952	3,085,621	2,911,355	3,119,692

Grants and Contracts

State and local	-	412,130	72,113	32,443	67,171
Federal - Title and IDEA	-	714,352	611,063	659,706	805,129
Federal - Other	-	118,462	91,821	224,551	1,037,630
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	598,113	616,057	634,561	1,091,722
Food Service/Child Nutrition Program	-	445,546	419,748	342,603	1,044,452

Total Operating Revenue

Expenses

Regular Education	-	12,705,817	13,281,022	13,255,253	13,898,835
SPED	-	4,274,338	5,176,332	4,679,526	4,834,927
Other	-	-	-	-	-

Total Program Services

Management and General	-	1,894,539	2,126,302	2,183,858	2,356,677
Fundraising	-	10,833	18,458	21,200	16,046

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions	-	-	-	145,000	460,188
Fundraising	-	-	-	-	-
Miscellaneous Income	-	9,110	95,991	176,965	(64,347)
Net assets released from restriction	-	-	-	-	-

Total Support and Other Revenue

Total Unrestricted Revenue	-	19,819,417	20,946,140	21,710,881	24,057,885
Total Temporally Restricted Revenue	-	(140,090)	(140,090)	(140,090)	-

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2008-09 (Transfer from NYCDOE to SUNY 2017-18)

	2016 17	2017 18	2018 19	2019 20	2020 21
Cash and Cash Equivalents - GRAPH 1	-	5,145,804	6,546,074	7,621,135	3,641,347
Grants and Contracts Receivable	-	908,817	386,209	1,002,243	1,445,847
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	298,929	289,284	311,642	189,400
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	6,353,550	7,221,567	8,935,020	5,276,594
Property, Building and Equipment, net	-	2,839,125	2,400,353	2,048,982	2,002,332
Other Assets	-	351,854	133,190	2,712,263	9,457,332
Total Assets - GRAPH 1	-	9,544,529	9,755,110	13,696,265	16,736,258

Accounts Payable and Accrued Expenses	-	595,198	626,629	845,356	1,096,971
Accrued Payroll and Benefits	-	922,990	927,990	720,713	698,146
Deferred Revenue	-	-	16,109	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	27,836	37,015	59,132	-
Total Current Liabilities - GRAPH 1	-	1,546,024	1,607,743	1,625,201	1,795,117
Deferred Rent/Lease Liability	-	198,654	143,580	81,323	-
All other L-T debt and notes payable, net current maturities	-	-	-	2,555,000	2,555,000
Total Liabilities - GRAPH 1	-	1,744,678	1,751,323	4,261,524	4,350,117

Without Donor Restrictions	-	7,185,216	7,529,242	9,100,286	12,386,141
With Donor Restrictions	-	614,635	474,545	334,455	-
Total Net Assets	-	7,799,851	8,003,787	9,434,741	12,386,141
Total Liabilities and Net Assets	-	9,544,529	9,755,110	13,696,265	16,736,258

Resident Student Enrollment	-	14,506,662	15,813,636	16,443,607	16,496,248
Students with Disabilities	-	2,874,952	3,085,621	2,911,355	3,119,692
State and local	-	412,130	72,113	32,443	67,171
Federal - Title and IDEA	-	714,352	611,063	659,706	805,129
Federal - Other	-	118,462	91,821	224,551	1,037,630
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	598,113	616,057	634,561	1,091,722
Food Service/Child Nutrition Program	-	445,546	419,748	342,603	1,044,452
Total Operating Revenue	-	19,670,217	20,710,059	21,248,826	23,662,044

Regular Education	-	12,705,817	13,281,022	13,255,253	13,898,835
SPED	-	4,274,338	5,176,332	4,679,526	4,834,927
Other	-	-	-	-	-
Total Program Services	-	16,980,155	18,457,354	17,934,779	18,733,762
Management and General	-	1,894,539	2,126,302	2,183,858	2,356,677
Fundraising	-	10,833	18,458	21,200	16,046
Total Expenses - GRAPHS 2, 3 & 4	-	18,885,527	20,602,114	20,139,837	21,106,485
Surplus / (Deficit) From School Operations	-	784,690	107,945	1,108,989	2,555,559

Contributions	-	-	-	145,000	460,188
Fundraising	-	-	-	-	-
Miscellaneous Income	-	9,110	95,991	176,965	(64,347)
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	9,110	95,991	321,965	395,841

Total Unrestricted Revenue	-	19,819,417	20,946,140	21,710,881	24,057,885
Total Temporally Restricted Revenue	-	(140,090)	(140,090)	(140,090)	-
Total Revenue - GRAPHS 2 & 3	-	19,679,327	20,806,050	21,570,791	24,057,885

Change in Net Assets	-	793,800	203,936	1,430,954	2,951,400
Net Assets - Beginning of Year - GRAPH 2	-	7,006,051	7,799,851	8,003,787	9,434,741
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	7,799,851	8,003,787	9,434,741	12,386,141

FISCAL ANALYSIS

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service	-	4,841,886	5,536,029	5,026,913	4,000,238
Administrative Staff Personnel	-	6,607,769	7,360,917	7,805,367	8,949,674
Instructional Personnel	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	11,449,655	12,896,946	12,832,280	12,949,912
Fringe Benefits & Payroll Taxes	-	2,303,500	2,581,896	2,460,306	2,834,267
Retirement	-	313,162	374,007	431,113	450,139
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	-	662,291	657,210	662,291	1,065,391
Staff Development	-	363,577	235,768	174,555	71,173
Professional Fees, Consultant & Purchased Services	-	387,056	399,823	484,490	446,081
Marketing / Recruitment	-	135,508	108,357	150,154	141,757
Student Supplies, Materials & Services	-	895,122	844,423	554,339	309,987
Depreciation	-	726,088	753,096	794,069	1,050,075
Other	-	1,649,568	1,750,588	1,596,240	1,787,703
Total Expenses	-	18,885,527	20,602,114	20,139,837	21,106,485

CHARTER ANALYSIS

ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	-	1,032	1,032	1,032	1,032
Final Chartered Enrollment (includes any revisions)	-	1,032	1,032	1,032	1,173
Actual Enrollment - GRAPH 4	-	1,001	1,002	1,007	1,025
Chartered Grades	-	K-12	K-12	K-12	K-12
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2016 17	2017 18	2018 19	2019 20	2020 21
Increase over prior year	-	-	14,527	15,307	16,150
	0.0%	0.0%	100.0%	5.1%	5.2%

PER STUDENT BREAKDOWN

Revenue	2016 17	2017 18	2018 19	2019 20	2020 21
Operating	-	19,651	20,669	21,101	23,085
Other Revenue and Support	-	9	96	320	386
TOTAL - GRAPH 3	-	19,660	20,765	21,421	23,471
Expenses	2016 17	2017 18	2018 19	2019 20	2020 21
Program Services	-	16,963	18,421	17,810	18,277
Management and General, Fundraising	-	1,903	2,140	2,190	2,315
TOTAL - GRAPH 3	-	18,867	20,561	20,000	20,592
% of Program Services	0.0%	89.9%	89.6%	89.1%	88.8%
% of Management and Other	0.0%	10.1%	10.4%	10.9%	11.2%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	4.2%	1.0%	7.1%	14.0%
% of Revenue Expended on Facilities	#DIV/0!	3.4%	3.2%	3.1%	4.5%

Student to Faculty Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
	-	9.2	8.9	8.8	8.8

Faculty to Admin Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
	-	2.1	2.0	2.2	2.2

Financial Responsibility Composite Scores - GRAPH 6

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	2.9	2.7	3.0	3.0
	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	2016 17	2017 18	2018 19	2019 20	2020 21
As % of Unrestricted Revenue	0	4,807,526	5,613,824	7,309,819	3,481,477
Working Capital (Current) Ratio Score	0.0%	24.3%	26.8%	33.7%	14.5%
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	0.0	4.1	4.5	5.5	2.9
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	LOW	LOW	LOW	MEDIUM
	N/A	Excellent	Excellent	Excellent	Good

Quick (Acid Test) Ratio

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	0.0	3.9	4.3	5.3	2.8
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	LOW	LOW	LOW	LOW
	N/A	Excellent	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.0	0.2	0.2	0.3	0.3
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	LOW	LOW	LOW	LOW
	N/A	Excellent	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	0.0	3.3	3.8	4.5	2.1
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	LOW	LOW	LOW	MEDIUM
	N/A	Excellent	Excellent	Excellent	Good

FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION’S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

Coney Island Prep is an academic success and an effective and viable organization. The education corporation is fiscally sound, and the charter, after graduating its first senior class, demonstrates that it prepares students to matriculate to college at high levels. The plans for the future charter term are reasonable, feasible, and achievable.

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL

Plans for the Charter’s Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. Coney Island Prep plans to maintain fidelity to its key design elements that have facilitated its strong academic outcomes.

Plans for Board Oversight & Governance. The board expresses interest in expanding its membership to include more academic experience.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan, Coney Island Prep presents a reasonable and appropriate fiscal plan for the next charter term including school budgets that are feasible and achievable.

During the current charter term, Coney Island Prep opened a fourth private facility and expanded enrollment across grade bands to serve approximately 1,150 scholars in Kindergarten – 12th grade. In the proposed renewal term, the charter will continue its expansion under the current charter to serve 1,500 scholars including 492 scholars in a new, larger private high school facility. The school is working with its board, real estate partners, and developers to determine the ideal property from a number of options before leasing a facility custom built for the charter’s needs. The charter anticipates lease signing during quarter three of 2022 and entering the facility in either fall 2024 or fall 2025.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	1,404	1,500
Grade Span	K-12	K-12
Teaching Staff	127	141
Days of Instruction	180	180

Coney Island Prep

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APPENDICES

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CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR	TRUSTEES
Josh Wolfe	Joe Herrera
TREASURER	Samantha Tweedy
Nkonye Okoh	Jacob Mnookin
	Brian Buckmire
	Shona Pinnock
	Nkonya O. Soetan
	Julie Goran
	Joseph Talia

CHARTER LEADERS

**CHIEF EXECUTIVE OFFICER/
EXECUTIVE DIRECTOR**

Leslie-Bernard Joseph, Chief Executive Officer (July 2019-Present)
Jacob Mnookin, Executive Director (2008-June 2019)

ELEMENTARY SCHOOL PRINCIPAL

Rachel Kashner, Upper Elementary School Principal (July 2019-Present)
Julianna Bryansmith, Lower Elementary School Principal (June 2014-Present)

MIDDLE SCHOOL PRINCIPAL

Eldridge Gilbert, Middle School Interim Principal (December 2021-Present)
Amanda Figueroa, Middle School Principal (January 2018-December 2021)
Ryan Gassaway, Middle School Principal (July 2013-December 2017)
Lindsay Freeman, Middle School Principal (August 2009-June 2013)

HIGH SCHOOL PRINCIPAL

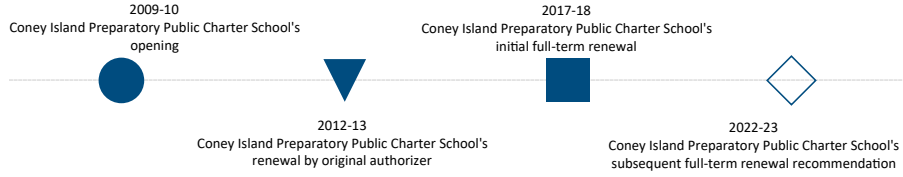
Kate Baxter, High School Principal (July 2019-Present)
Evan Burns, High School Principal (July 2016-June 2019)
Alexis Johnson, High School Principal (July 2013-June 2016)

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	1,032	1,001	97%	K-12
2018-19	1,032	1,002	97%	K-12
2019-20	1,032	1,007	98%	K-12
2020-21	1,173	1,025	87%	K-12
2021-22	1,289	1,138	88%	K-12



TIMELINE OF CHARTER SCHOOL RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2016-17	Transfer	June 22, 2017
2017-18	Initial Renewal	October 30 - 31, 2017
2021-22	Subsequent Renewal	May 11 - 12, 2022

CONDUCT OF THE RENEWAL REVIEW

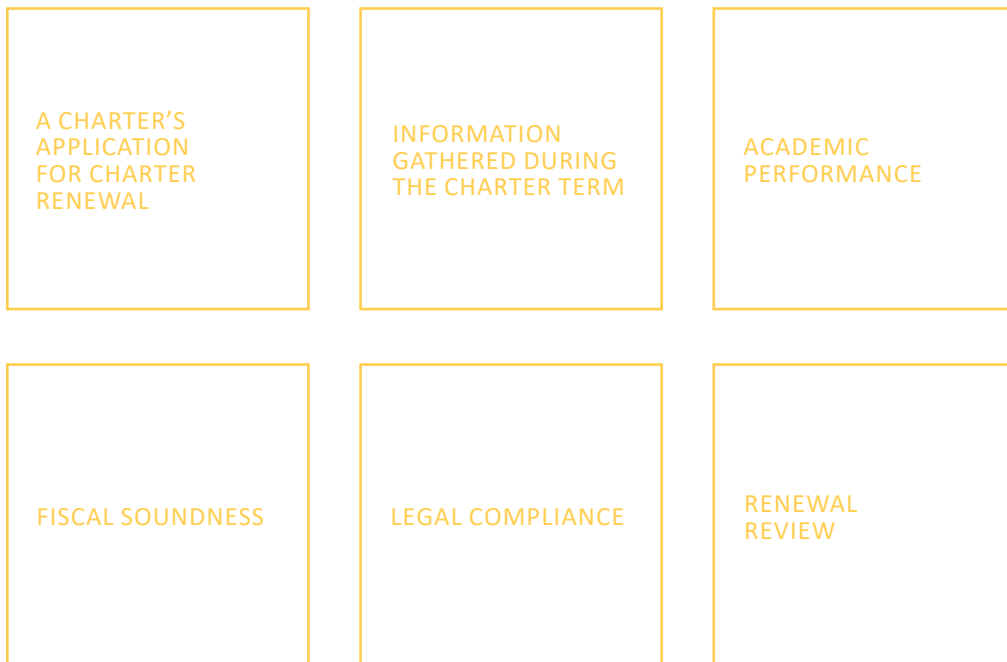
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
May 11 - 12, 2022	Vickie Masséus	School Evaluation Analyst
	Katy Clayton	School Evaluation Analyst
	Dr. Carl Watson	External Consultant
	Adam Aberman	External Consultant

The sections below contain general information about the SUNY Trustees’ and Institute’s approach to renewal.

REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a charter school’s Application for Charter Renewal, and more broadly, details the merits of a charter’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



Most importantly, the Institute analyzes the charter’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4, 2013 and available on the [Institute’s website](#).

REPORT FORMAT

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful charter school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a charter has made an adequate case for renewal.

RENEWAL QUESTIONS



IS THE CHARTER AN ACADEMIC SUCCESS?

IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS THE CHARTER FISCALLY SOUND?

IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION’S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

This report contains appendices that provide additional statistical and organizationally related information including a statistical charter overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the charter. If applicable, the appendices also include additional information about the education corporation, its charters and student achievement of those charters.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the [Institute’s website](#).

2. Version 5.0, May 2012, are available on the [Institute’s website](#).



IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,³ the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"⁴ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁵ for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE CHARTER DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE CHARTER GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

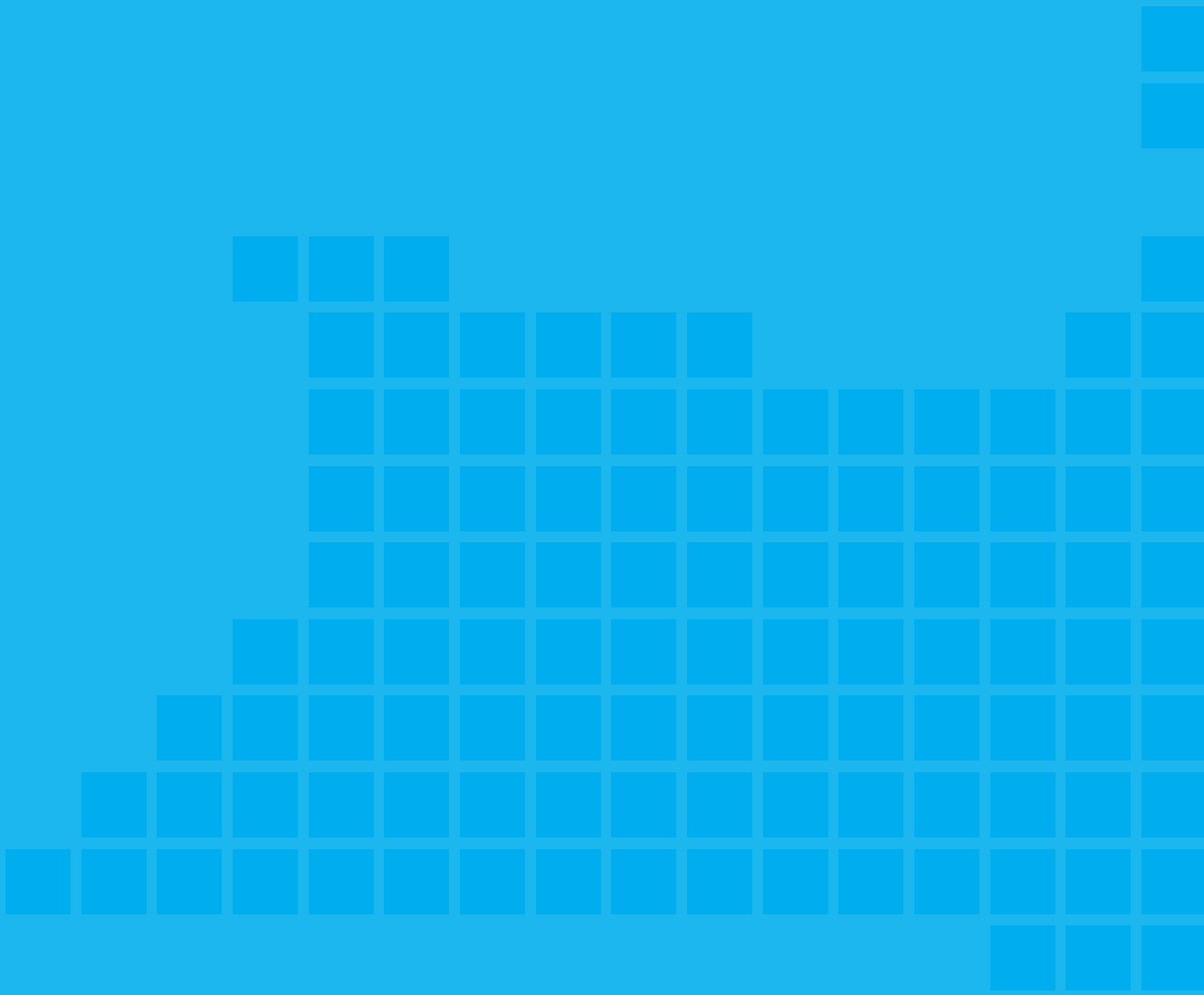
The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a charter in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3rd- 8th grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



Charter Schools Institute
The State University of New York