

I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, August 06, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

332100860949 CONEY ISLAND PREP PUBLIC CS

2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 21

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
501 West Avenue, Brooklyn, NY 11224	718-208-3102	718-513-6955	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Jacob Mnookin
Title	Executive Director
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

www.coneyislandprep.org

6. DATE OF INITIAL CHARTER

2008-12-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2009-08-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

 5

 6

 7

 8

 9**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 3 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CS D	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	501 West Avenue, Brooklyn, NY 11224	718-513-6951	CSD 21	5, 6, 7, 8	Yes	DOE space
Site 2	294 Avenue T, Brooklyn, NY 11223	718-676-1063	CSD 21	9, 10	No	Rent/Lease
Site 3	8787 24th Avenue, Brooklyn, NY 11214	718-676-4755	CSD 21	K, 1	No	DOE space

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Ryan Gassaway	[REDACTED]		[REDACTED]
Operational Leader	Khalid Daniels	[REDACTED]		[REDACTED]
Compliance Contact	Dan Shapiro	[REDACTED]		[REDACTED]
Complaint Contact	Jacob Mnookin	[REDACTED]		[REDACTED]

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Alexis Johnson	[REDACTED]		[REDACTED]
Operational Leader	Matt Faucetta	[REDACTED]		[REDACTED]
Compliance Contact	Jacob Mnookin	[REDACTED]		[REDACTED]
Complaint Contact	Dan Shapiro	[REDACTED]		[REDACTED]

12c. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Juliana Bryansmith	[REDACTED]		[REDACTED]
Operational Leader	Ashley Weech	[REDACTED]		[REDACTED]
Compliance Contact	Jacob Mnookin	[REDACTED]		[REDACTED]
Complaint Contact	Dan Shapiro	[REDACTED]		[REDACTED]

13. Are the School sites co-located?

Yes

13a. Please list the terms of your current co-location.

	Date School will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primary site)	NA	No		No		Yes
Site 2	NA					
Site 3	NA	Yes		No		No

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

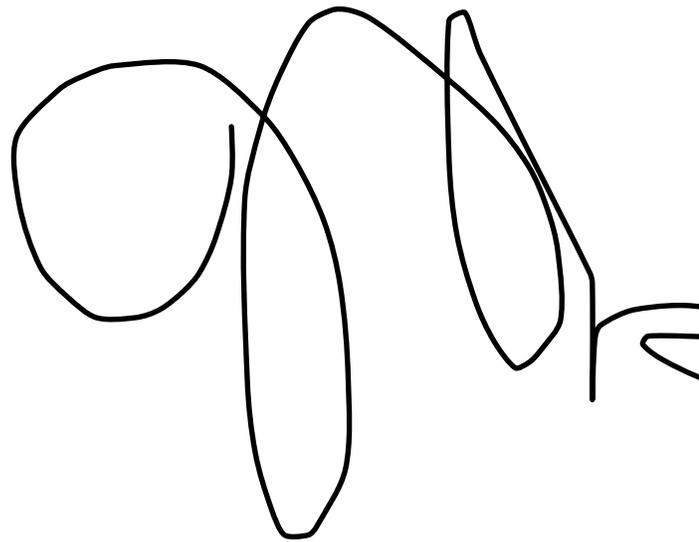
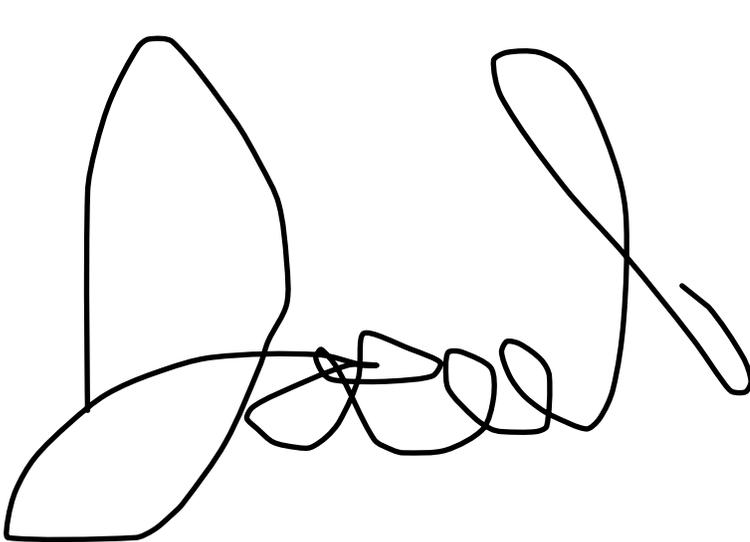
15. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Grade Level Configuration	As part of our renewal process, we were renewed to serve additional grades at the elementary level. In the 2014 - 2015 school-year, we will serve K, 1, 5, 6, 7, 8, 9, 10, and were approved to grow to serve K - 12.	4/23/2013	11/13/2013
2	Change in Maximum Approved Enrollment	As part of our renewal process, we were renewed to serve additional grades at the elementary level. In the 2014 - 2015 school-year, we will serve K, 1, 5, 6, 7, 8, 9, 10, and were approved to grow to serve K - 12.	4/23/2013	11/13/2013

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylist on your mobile device to sign your name).

• Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

Thank you.

Audited Financial Statement Checklist

Created Friday, October 24, 2014

Page 1

Charter School Name:

1. Please check each item that is included in the 2013-14 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Not Applicable
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Not Applicable
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Not Applicable

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2013-14 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	No
CSP Agreed Upon Procedures Report	No
Management Letter	No

Thank you.

Appendix A: Progress Toward Goals

Created Wednesday, August 06, 2014

Updated Monday, October 27, 2014

Page 1

Charter School Name: 332100860949 CONEY ISLAND PREP PUBLIC CS

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/reportcard.php?instid=800000063971&year=2013&createreport=1&enrollment=1&freelunch=1&attendance=1&teacherq>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the results are not available by August 1st, please list the goals and explain this in the "progress toward goal attainment" column. This task will reopen for the school to update and finalize by the November 1, 2014 due date.

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	Throughout the course of the school's next charter term, Coney Island Prep will earn a score of "B" or better in the "Performance" section of the citywide Progress Report.	NYCDOE Progress Report	As of November 1, 2014, the NYCDOE Progress Report has not yet been published.	NA
Academic Goal 2	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3 – 8 graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.	NYS ELA Exam	In 2013-2014, Coney Island Prep had 236 students who had been enrolled at the school for 2 or more years. Of those, 24.15% scored proficient on the NYS ELA assessment.	We made significant changes to our ELA program from 2013-2014 to the current 2014-2015 school-year. To begin, we moved from having two middle school literacy coaches to having one literacy coach. This was we can ensure that there is one person ultimately responsible for the middle school literacy program. With regards to the actual ELA program, we realized we were not having our scholars read sufficiently rigorous texts. We revamped our ELA curriculum

				for the current year to ensure that every scholar is reading rigorous texts throughout the year. We also used to place too much of an emphasis on giving the students time to read independently during school. This came at the expense of sufficient explicit literacy skill instruction. This year, we cut down on the time dedicated to having students independently read, and instead replaced that with explicit literacy skill instruction. Finally, last year we did not do enough to gather regular literacy data throughout the year. This year, we have developed a system to gather weekly data from literacy classrooms, which our literacy coach and teachers will then use to drive instruction, target individual students for remediation, and make changes to the curriculum as needed.
Academic Goal 3	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3 – 8 graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Mathematics examination.	NYS Math Exam	In 2013-2014, Coney Island Prep had 236 students who had been enrolled at the school for 2 or more years. Of those, 44.92% scored proficient on the NYS math assessment.	We were generally pleased with our math program. Specifically, students who had our strongest math teacher (a 6th grade math teacher) last year, showed significant improvement on the 2013-2014 state math exam. That suggests to us that our math curriculum is sound. This year, we are placing more of an emphasis on developing our new math teachers, and ensuring that all of our math teachers are implementing the math curriculum effectively.
Academic Goal 4	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th and 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Science examination.	NYS Science Exam	In 2013-2014, we did not have any 4th graders. Additionally, 100% of our 8th grade students took the Living Environment Regents exam. As a result, none of them took the NYS Science examination.	NA
Academic Goal 5	Throughout the course of the school's next charter term, Coney Island Prep will show progress towards earning a score of "B" or better on the "Progress" section of the citywide Progress Report.	NYCDOE Progress Report	As of November 1, 2014, the NYCDOE Progress Report has not yet been published.	NA

Academic Goal 6	<p>Throughout the next charter term, each grade-level cohort 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 State ELA exam (baseline) and 75 percent at or above Level 3 on the current year's State ELA Exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's ELA exam, Coney Island Prep will demonstrate some growth (above 75 percent) in the current year. For measuring this goal, the difference will be calculated by subtracting the percentage of students who scored proficient on the NYS ELA test enrolled at the school on BEDS day of year 1 of the new charter term from the percentage of the same students who scored proficient on the NYS ELA test in year 2 of the new charter term and were continuously enrolled for two consecutive years on BEDS day. For example, if 35% of Coney Island Prep's score proficient in year 1, we must ensure that at least 45% of the same students who took the test at the school in year 1 are proficient in the following year, thereby reducing the gap between the first year's performance of 35% proficient and the goal of 75% proficient.</p>	NYS ELA Exam	<p>Using the cohort model, 20.7% of our students were proficient on the state ELA exam in 2012-2013. As a result, our goal was to have 34.3% of our students proficient on the state ELA exam in 2013-2014 ($75 - 20.7 = 54.3$; $54.3 / 4 = 13.575$; $13.575 + 20.7 = 34.3$). The actual percentage of students proficient on the state ELA exam in 2013-2014 was 23.3%. So while the percent of students scoring proficient or above went up from 2012-2013, we did not meet our goal.</p>	<p>We made significant changes to our ELA program from 2013-2014 to the current 2014-2015 school-year. To begin, we moved from having two middle school literacy coaches to having one literacy coach. This was we can ensure that there is one person ultimately responsible for the middle school literacy program. With regards to the actual ELA program, we realized we were not having our scholars read sufficiently rigorous texts. We revamped our ELA curriculum for the current year to ensure that every scholar is reading rigorous texts throughout the year. We also used to place too much of an emphasis on giving the students time to read independently during school. This came at the expense of sufficient explicit literacy skill instruction. This year, we cut down on the time dedicated to having students independently read, and instead replaced that with explicit literacy skill instruction. Finally, last year we did not do enough to gather regular literacy data throughout the year. This year, we have developed a system to gather weekly data from literacy classrooms, which our literacy coach and teachers will then use to drive instruction, target individual students for remediation, and make changes to the curriculum as needed.</p>
Academic Goal 7	<p>Throughout the next charter term, each grade-level cohort of the same students will reduce by a quarter the percent at or above Level 3 on the previous year's State Math exam (baseline) and 75% at or above Level 3 on the current year's State Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's Math exam, Coney Island Prep will demonstrate some growth (above 75 percent) in the current year. For measuring this goal, the difference will be calculated by subtracting the percentage of</p>	NYS Math Exam	<p>Using the cohort model, 34.1% of our students were proficient on the state math exam in 2012-2013. As a result, our goal was to have 44.3% of our students proficient on the state math exam in 2013-2014 ($75 - 34.1 = 40.9$; $40.9 / 4 = 10.225$; $10.225 + 34.1 = 44.3$). The actual percentage of students proficient on the state math exam in 2013-2014 was 43.8%. To that end, we missed our goal 0.5%.</p>	<p>We were generally pleased with our math program. Specifically, students who had our strongest math teacher (a 6th grade math teacher) last year, showed significant improvement on the 2013-2014 state math exam. That suggests to us that our math curriculum is sound. This year, we are placing more of an emphasis on developing our new math teachers, and ensuring that all of our math teachers are implementing the math curriculum effectively.</p>

students who scored proficient on the NYS Math test enrolled at the school on BEDS day of year 1 of the new charter term from the percentage of the same students who scored proficient on the NYS Math test in year 2 of the new charter term and were continuously enrolled for two consecutive years on BEDS day.

Academic Goal 8	Throughout the next charter term, Coney Island Prep will score in the 60th percentile or above peer schools on the NYC DOE Progress Report for its 4-year graduation rate, and in the 75th percentile or above peer schools on the NYC DOE Progress Report for its 6-year graduation rate.	NYCDOE Progress Report	As of November 1, 2014, the NYCDOE Progress Report has not yet been published.	NA
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2a1. Do have more academic goals to add?

Yes

2013-14 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken	
Academic Goal 9	Throughout the next charter term, Coney Island Prep will show progress towards having 75% of students enrolled in grades 9 – 11 accumulate 10 or more credits towards graduation. Coney Island Prep 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. Coney Island Prep will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYC DOE Progress Report.	Student Records	At the end of the 2013 - 2014 school-year, we had 85 9th grade students. Of those, 51, or 60%, earned 10 or more credits. 34, or 40% failed one or more classes.	2013 - 2014 was the first year of our high school. We did not do a good enough job of communicating to students and teachers the importance of GPA and credit accumulation in high school. While grades were certainly important to our scholars in middle school, whether a student failed a class or not did not have the same repercussions as it does now. We have created a comprehensive communication plan to teach students and families about the importance of GPA and credit accumulation, which we will be rolling out beginning with the first day of student orientation in August. In addition, we will have many more touch-points throughout the year in which we will let students and families know what their GPA and credit accumulation is and provide

				necessary supports to those students who need them.
Academic Goal 10	75% of students who graduate within 5 years will graduate with an Advanced Regents Diploma.	Student Records	2013-2014 was our first year of operating a high school, and we only served 9th graders that year. As a result, we do not yet have any students who could have graduated.	NA
Academic Goal 11	Each year, the percent of students performing at or above Level 3 on the State 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. This will be measured by an analysis of the performance compared to CSDs conducted by NYCDOE.	NYS ELA Exam	22.5% of Coney Island Prep scholars scored proficient or above on the 2013-2014 NYS ELA exam. By comparison, 39.7% of students in Community School District 21 scored proficient or above on the same exam.	We made significant changes to our ELA program from 2013-2014 to the current 2014-2015 school-year. To begin, we moved from having two middle school literacy coaches to having one literacy coach. This was we can ensure that there is one person ultimately responsible for the middle school literacy program. With regards to the actual ELA program, we realized we were not having our scholars read sufficiently rigorous texts. We revamped our ELA curriculum for the current year to ensure that every scholar is reading rigorous texts throughout the year. We also used to place too much of an emphasis on giving the students time to read independently during school. This came at the expense of sufficient explicit literacy skill instruction. This year, we cut down on the time dedicated to having students independently read, and instead replaced that with explicit literacy skill instruction. Finally, last year we did not do enough to gather regular literacy data throughout the year. This year, we have developed a system to gather weekly data from literacy classrooms, which our literacy coach and teachers will then use to drive instruction, target individual students for remediation, and make changes to the curriculum as needed.
Academic Goal 12	Each year, the percent of students performing at or above Level 3 on the State 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	NYS Math Exam	43.0% of Coney Island Prep scholars scored proficient or above on the 2013-2014 NYS math exam. By comparison, 49.4% of students in Community School District 21 scored proficient or above on the same exam.	We were generally pleased with our math program. Specifically, students who had our strongest math teacher (a 6th grade math teacher) last year, showed significant improvement on the 2013-2014 state math exam. That suggests to us that our math curriculum is sound. This year,

	School District in which the school is located. This will be measured by an analysis of the performance compared to CSDs conducted by NYCDOE.			we are placing more of an emphasis on developing our new math teachers, and ensuring that all of our math teachers are implementing the math curriculum effectively.
Academic Goal 13	Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYC DOE Progress Report peer schools.	NYCDOE Progress Report	As of November 1, 2014, the NYCDOE Progress Report has not yet been published.	NA
Academic Goal 14	Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYC DOE Progress Report peer schools.	NYCDOE Progress Report	As of November 1, 2014, the NYCDOE Progress Report has not yet been published.	NA
Academic Goal 15	Each year, the percent of each cohort of students passing the Math Regents examination will place the school in the top quartile of all similar schools.	NYCDOE Progress Report	As of November 1, 2014, the NYCDOE Progress Report has not yet been published.	

2a2. Do have more academic goals to add?

No

2b. ORGANIZATIONAL GOALS

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	Each year, the school will have a daily student attendance rate of at least 95 percent. This will be measured by school reported data from an attendance tracking system such as ATS on the Annual Report submitted August 1. This figure will be calculated by: sum of the total number of days absent for each child in the school divided by the total number of possible school days times the total number of students.	ATS Attendance Data	Our daily student attendance rate in 2013 - 2014 was 93.87%.	
Org Goal 2	Each year, 95 percent of all students enrolled on the last day of the school year will return the following September, exclusive of students who have moved outside of New York City.	Families surveyed on plans for the fall.	CIPCS met this measure. We had 431 students enrolled on the last day of school in the 2013 – 2014 school-year. Of those, 419 or 97.22% who are remaining in NYC plan to return to Coney Island Prep for the 2014 – 2015 school-year.	Not applicable.
Org Goal 3	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Board meetings and policies.	CIPCS met this measure. Coney Island Prep has generally and substantially complied with all applicable laws, rules and regulations. The school’s staff has been trained with respect to all applicable procedures and systems. The staff is empowered to identify and address any possible legal or compliance issues and report these matters to the Board or its counsel.	Not applicable.
Org Goal 4	Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.	Board Policies & Meetings	CIPCS met this measure. Coney Island Prep has relationships with legal counsel, charter school support organizations, consultants, the NYCDOE Charter School Office and NYSED to ensure the school is in compliance with all requirements.	Not applicable.
Org Goal 5	Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.	Board Policies & Meetings	Lawyers Alliance of New York (LANY), a non-profit organization that works to connect non-profit organizations with law firms to meet their legal needs on a pro-bono basis. Through LANY, Coney Island Prep has worked with lawyers from Cleary Gottlieb Steen and Hamilton to meet the school’s legal needs, and continue to have an ongoing relationship with the firm.	Not applicable.

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

No

2c. FINANCIAL GOALS

2013-14 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be measured each year by an analysis of student enrollment figures in ATS.	ATS enrollment data	Our charter allowed for 440 students to be enrolled in grades 5- 9. We ended the year with 431 students, which is 98% of our predicated enrollment, well with then 15% threshold.	Not applicable.
Financial Goal 2	The school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Independent Audit	CIPCS met this measure. The school underwent an independent financial audit that resulted in an unqualified opinion, and no major findings.	Not applicable.
Financial Goal 3	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Monthly financial statements are prepared and analyzed by the Chief Operating Officer and reviewed by the Executive Director and Board of Trustees. Year Ending June 30, 2014 Audited Financial Statement.	CIPCS met this measure. The school maintained a positive operating and cash surplus throughout the year and kept within the limits of the budget of operating expenses throughout the school year.	Not applicable.

Appendix I: Teacher and Administrator Attrition

Created Wednesday, August 06, 2014

Page 1

Charter School Name: 332100860949 CONEY ISLAND PREP PUBLIC CS

Instructions for completing the Teacher and Administrator Attrition Tables
ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
28	22	10

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
15	7	3

Thank you

Appendix J: Uncertified Teachers

Created Wednesday, August 06, 2014

Page 1

Charter School Name: 332100860949 CONEY ISLAND PREP PUBLIC CS

Note Definition of FTE:

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf)

How many UNCERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2013-14?

For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

	FTE
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	6
(iii) individuals with two years satisfactory experience through Teach for America	5
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	2
Total FTE (Sum of all Uncertified Teaching Staff)	13

How many CERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2013-14?

22

Thank you.

Position Title	Reports To
Executive Director	Board of Trustees
Chief Operating Officer	Executive Director
Chief Academic Officer	Executive Director
External Affairs Manager	Executive Director
Recruitment Manager	Executive Director
Director of Community and Family Engagement	Executive Director
Human Resources Manager	Chief Operating Officer
Special Projects Coordinator	Chief Operating Officer
Director of Operations (Elementary School)	Chief Operating Officer
Director of Operations (Middle School)	Chief Operating Officer
Director of Operations (High School)	Chief Operating Officer
Principal (Elementary School)	Chief Academic Officer
Principal (Middle School)	Chief Academic Officer
Principal (High School)	Chief Academic Officer
Office Manager (Elementary School)	Director of Operations (Elementary School)
Operations Assistant (Elementary School)	Director of Operations (Elementary School)
Social Worker (Elementary School)	Principal (Elementary School)
Dean of Student Culture (Elementary School)	Principal (Elementary School)
Special Education Coordinator (Elementary School)	Principal (Elementary School)
Elementary School Teachers (10)	Principal (Elementary School)
Community Operations Manager (High School)	Director of Operations (High School)
Operations Manager (High School)	Director of Operations (High School)
Dean of Student Life (High School)	Principal (High School)
Dean of Student Culture (High School)	Dean of Student Life (High School)
Social Worker (High School)	Dean of Student Life (High School)
College Readiness Teacher (High School)	Dean of Student Life (High School)
High School Teachers (15)	Principal (High School)
Operations Manager (Middle School)	Director of Operations (Middle School)
Operations Manager Middle School	Director of Operations (Middle School)
Office Manager (Middle School)	Director of Operations (Middle School)
Vice Principal (Middle School)	Principal (Middle School)
Dean of Student Culture (Middle School)	Vice Principal (Middle School)
Dean of Student Culture (Middle School)	Vice Principal (Middle School)
Dean of Special Education (Middle School)	Principal (Middle School)
Social Worker (Middle School)	Vice Principal (Middle School)
Dean of Instruction, Literacy (Middle School)	Principal (Middle School)
Dean of Instruction, Math (Middle School)	Principal (Middle School)
Middle School Literacy Teachers (10)	Dean of Instruction, Literacy (Middle School)
Middle School Math Teachers (8)	Dean of Instruction, Math (Middle School)
Middle School Special Education Teachers (7)	Dean of Special Education (Middle School)
Middle School Teachers (11)	Principal (Middle School)

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Wednesday, August 06, 2014

Page 1

Charter School Name: 332100860949 CONEY ISLAND PREP PUBLIC CS

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	7608650
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	443
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	17175

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	3482226
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	1140455
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	4622681
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	443
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	10435

Thank you.

CONEY ISLAND PREPARATORY
PUBLIC CHARTER SCHOOL
(A Not-For-Profit Corporation)

FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
(A Not-For-Profit Organization)
FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

CONTENTS

	<u>PAGE</u>
INDEPENDENT AUDITORS' REPORT	1 – 2
FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION:	
Statements of financial position	3
Statements of activities	4
Statements of cash flows	5
Notes to financial statements	6 – 11
Independent auditors' report on supplementary information	12
Schedule of functional expenses	13
INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH <i>GOVERNMENT AUDITING STANDARDS</i>	14 – 15

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INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL

Report on the Financial Statements

We have audited the accompanying financial statements of Coney Island Preparatory Public Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2013 financial statements, and our report dated August 14, 2013, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated August 13, 2014, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
August 13, 2014

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2014	2013
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 2,127,481	\$ 4,097,246
Grants and contracts receivable	138,931	36,933
Due from affiliate	-	84,344
Prepaid expenses and other current assets	130,391	96,880
Total current assets	2,396,803	4,315,403
Other assets:		
Property and equipment, net of accumulated depreciation and amortization of \$579,684 and \$239,228, respectively	2,929,074	413,736
Restricted cash	70,256	70,170
Security deposit	45,740	45,740
Total other assets	3,045,070	529,646
TOTAL ASSETS	\$ 5,441,873	\$ 4,845,049
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 415,406	\$ 213,390
Accrued payroll and payroll taxes	442,683	355,240
Due to affiliate	5,893	-
Refundable advances	-	10,774
Total current liabilities	863,982	579,404
Deferred rent	98,789	19,758
Total liabilities	962,771	599,162
Unrestricted net assets	4,479,102	4,245,887
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 5,441,873	\$ 4,845,049

The accompanying notes are an integral part of these financial statements.

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	2014	2013
Revenue and support:		
State and local per pupil operating revenue	\$ 7,204,406	\$ 5,889,106
Federal grants	478,875	407,484
Special education - IDEA	85,945	61,959
State and city grants	40,259	20,432
Contributions and grants	27,145	4,703
Interest income	5,237	8,856
Total revenue and support	7,841,867	6,392,540
Expenses:		
Program services		
Regular education	5,106,869	3,394,351
Special education	1,356,468	967,297
Total program services	6,463,337	4,361,648
Supporting services		
Management and general	1,140,457	496,409
Fundraising	4,858	4,014
Total expenses	7,608,652	4,862,071
Changes in unrestricted net assets	233,215	1,530,469
Unrestricted net assets - beginning of year	4,245,887	2,715,418
Unrestricted net assets - end of year	\$ 4,479,102	\$ 4,245,887

The accompanying notes are an integral part of the financial statements.

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES:		
Changes in unrestricted net assets	\$ 233,215	\$ 1,530,469
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	340,456	94,426
Changes in certain assets and liabilities:		
(Increase) Decrease in grants and contracts receivable	(101,998)	21,810
Decrease in due from (to) affiliate	90,237	10,181
(Increase) in prepaid expenses and other current assets	(33,511)	(41,223)
(Increase) in security deposit	-	(45,740)
Increase in accounts payable and accrued expenses	202,016	70,006
Increase in accrued payroll and payroll taxes	87,443	65,468
(Decrease) Increase in refundable advances	(10,774)	6,715
Increase in deferred rent	79,031	19,758
NET CASH PROVIDED BY OPERATING ACTIVITIES	886,115	1,731,870
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of property and equipment	(2,855,794)	(314,015)
(Increase) in restricted cash	(86)	(40,098)
NET CASH (USED IN) INVESTING ACTIVITIES	(2,855,880)	(354,113)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	(1,969,765)	1,377,757
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	4,097,246	2,719,489
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 2,127,481	\$ 4,097,246

The accompanying notes are an integral part of the financial statements.

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
(A Not-For-Profit Organization)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

Coney Island Preparatory Public Charter School (the “School”) is a New York State, not-for-profit educational corporation that operates as a charter school in the borough of Brooklyn, New York. On February 12, 2009, the Board of Regents of the University of the State of New York for and on behalf of the State Education Department granted the School a provisional charter valid for a term of five years from the effective date of December 16, 2008 and renewable upon expiration. The School renewed its charter for an additional five-year term expiring on June 30, 2018. Students at the School will develop the academic skills and character necessary for success in selective colleges and universities, and the career of their choice. Students will learn through a rigorous academic program, with a strong focus on writing, in a supportive and structured school community. Classes commenced in Brooklyn, New York, in August 2009 and the School provided education to approximately 434 students in grades fifth through ninth during the 2013-2014 academic year.

Food and Transportation Services

The School uses an outside vendor to serve breakfast and lunch to its students and files for reimbursement of qualified expenses through the National School Lunch Program and the School Breakfast Program. The New York City Department of Education provides Metrocards to a majority of the School’s students.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b) (l) (A) (ii). The School is subject to income taxes only on net unrelated business income. The School did not have net unrelated business income for the years ended June 30, 2014 and 2013.

The School’s accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax position resulting in an accrual of tax expense or benefit.

IRS Forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2010, and prior.

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
(A Not-For-Profit Organization)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation

Financial statement presentation follows the requirements of the Financial Accounting Standards Board (“FASB”) in its Accounting Standards Codification (“ASC”) 958-205. Under ASC 958-205, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The net assets classifications are described as follows:

Unrestricted

Unrestricted net assets of the School consists of cash and otherwise unrestricted amounts that are available for use in carrying out the objectives of the School and include those expendable resources, which have been designated for special use by the School or the Board of Trustees.

Temporarily Restricted

Temporarily restricted net assets of the School represent those amounts that have been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities and changes in net assets, as net assets released from restrictions.

Permanently Restricted

Permanently restricted net assets of the School result from contributions whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

As of June 30, 2014 and 2013, the School had no temporarily or permanently restricted net assets.

Revenue and Support

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School’s current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
(A Not-For-Profit Organization)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Revenue and Support (Continued)

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Cash and Cash Equivalents

For the purpose of the statements of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Restricted Cash

Under the provisions of its charter, the School established a restricted cash account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Property and Equipment

Purchased property and equipment are recorded at cost. Maintenance and repairs are expensed as incurred. Property and equipment acquired with certain government funding are recorded as expenses pursuant to the terms of the contract, in which ownership of such property and equipment is retained by the funding source. No amortization is recorded on construction-in-progress until property is placed into service. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Furniture and fixtures	7 years
Computers and equipment	4 and 5 years
Software	3 years
Leasehold improvements	Useful life on related lease

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
(A Not-For-Profit Organization)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Refundable Advances and Deferred Revenue

The School records certain government grants and contracts as refundable advances and deferred revenue until related services are performed, at which time it is recognized as revenue.

Comparative Financial Information

The accompanying statements of activities and schedule of functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statements of activities or by functional category in the schedule of functional expenses. Accordingly, such information should be read in conjunction with the School's 2013 financial statements from which the summarized information was derived.

Reclassifications

Certain 2013 accounts have been reclassified to the 2014 financial statements presentation. The reclassification has no effect on 2013 total assets, liabilities, net assets, and change in net assets.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consist of federal, state, and city entitlements and grants. The School expects to collect these receivables within one year.

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30,:

	2014	2013
Furniture and fixtures	\$ 239,409	\$ 150,695
Computers and equipment	569,541	362,247
Software	28,157	18,598
Leasehold improvements	<u>2,671,651</u>	<u>121,424</u>
	3,508,758	652,964
Less: Accumulated depreciation and amortization	<u>579,684</u>	<u>239,228</u>
	<u>\$2,929,074</u>	<u>\$ 413,736</u>

Depreciation and amortization expense was \$340,456 and \$94,426 for the years ended June 30, 2014 and 2013, respectively.

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
(A Not-For-Profit Organization)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 4 - COMMITMENTS

Middle School Facility

The School began sharing space with a New York City public school in July 2011. The School is not responsible for rent, real estate taxes, utilities, custodial services, maintenance, and school safety services other than security related to the School's programs that take place outside the district's school day.

High School Facility

On November 19, 2012, the School entered into a lease agreement with The Roman Catholic Church of SS. Simon and Jude for the rental of space of a two story building located in Brooklyn, New York. The lease term commenced on April 1, 2013 and expires on July 31, 2023. The School is responsible for real estate taxes, utilities, custodial services, and maintenance.

Future minimum lease payments are as follows:

Year ending June 30,	2015	\$ 546,117
	2016	563,789
	2017	580,703
	2018	598,124
	2019	616,068
	Thereafter	<u>2,017,566</u>
		<u>\$ 4,922,367</u>

The School recognizes rent expense on a straight-line basis. Rent expense in excess of payments is recorded as deferred rent in the accompanying statements of financial position. Occupancy expense for the years ended June 30, 2014 and 2013 was \$641,525 and \$154,292, respectively.

Leased Equipment

The School leases office equipment under an operating lease expiring on April 30, 2015 for a period of 48 months. Monthly installments are \$2,639. As of June 30, 2014, the future minimum obligation under this lease for the year ending June 30, 2015 is \$26,390. Equipment rental expense for the years ended June 30, 2014 and 2013 amounted to \$31,668 in both years.

NOTE 5 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified to reduce or eliminate these revenues, the School's finances could be materially adversely affected.

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
(A Not-For-Profit Organization)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 6 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 7 - FUNCTIONAL ALLOCATION OF EXPENSE

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expense includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

NOTE 8 - RELATED PARTY TRANSACTIONS

The School is an affiliate of Coney Island Prep Builders, Inc. ("Builders"), a New York State, not-for-profit corporation. Builders supports the School through financial, fundraising, and development efforts.

For the years ended June 30, 2014 and 2013, the School charged Builders \$23,450 and \$80,563, respectively, for salary and benefits of one shared employee and \$10,085 and \$3,781, respectively, for various operating expenses. In addition, various deposits totaling \$39,428 were incorrectly deposited into the School during the year ended June 30, 2014.

Net balance due (to) from Builders at June 30, 2014 and 2013 amounted to \$(5,893) and \$84,344, respectively. The balance due at June 30, 2014 was paid in full prior to the issuance of this report.

NOTE 9 - PENSION PLAN

The School maintains a pension plan qualified under the Internal Revenue Code 403(b) for the benefit of its eligible employees. Under the plan the School provided matching contributions of 5% to the plan. The amount charged for matching contributions to this plan was \$147,721 and \$113,030 for the years ended June 30, 2014 and 2013, respectively.

NOTE 10 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through August 13, 2014, the date the financial statements were available to be issued.

FRUCHTER ROSEN & COMPANY, P.C.

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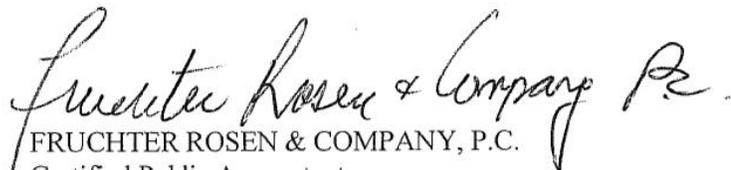
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INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF
CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL

We have audited the financial statements of Coney Island Preparatory Public Charter School as of and for the year ended June 30, 2014, and have issued our report thereon dated August 13, 2014, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
August 13, 2014

CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL
(A Not-For-Profit Corporation)
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30,

	2014						2013
	Program Services			Supporting Services			
	Regular Education	Special Education	Total	Management and General	Fundraising	Total	
Salaries and wages	\$ 2,751,407	\$ 730,819	\$ 3,482,226	\$ 583,602	\$ 3,048	\$ 4,068,876	\$ 2,870,863
Employee benefits and payroll taxes	517,659	137,498	655,157	110,855	579	766,591	590,598
Professional and consulting services	175,810	46,698	222,508	131,397	67	353,972	178,788
Accounting fees	-	-	-	18,300	-	18,300	18,250
Professional development	78,235	20,781	99,016	16,053	44	115,113	64,866
Curriculum and classroom supplies	299,021	79,424	378,445	-	-	378,445	349,823
Supplies and materials	37,421	9,939	47,360	8,012	42	55,414	45,575
Postage and delivery	3,631	965	4,596	777	4	5,377	3,526
Travel and conferences	424	112	536	92	-	628	207
Student meals	283,189	75,220	358,409	-	-	358,409	281,210
Insurance	30,313	8,051	38,364	6,491	34	44,889	33,268
Dues and subscriptions	551	147	698	121	1	820	955
Marketing and recruiting	38,264	10,164	48,428	73,966	43	122,437	65,921
Technology and communications	23,814	6,325	30,139	5,099	27	35,265	36,117
Occupancy	433,205	115,067	548,272	92,769	484	641,525	154,292
Repairs and maintenance	162,815	43,246	206,061	34,866	182	241,109	29,903
Equipment leasing	41,209	10,946	52,155	8,825	46	61,026	43,483
Depreciation and amortization	229,901	61,066	290,967	49,232	257	340,456	94,426
Total	\$ 5,106,869	\$ 1,356,468	\$ 6,463,337	\$ 1,140,457	\$ 4,858	\$ 7,608,652	\$ 4,862,071

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

TO THE BOARD OF TRUSTEES OF
CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Coney Island Preparatory Public Charter School (the "School"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated August 13, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

TO THE BOARD OF TRUSTEES OF
CONEY ISLAND PREPARATORY PUBLIC CHARTER SCHOOL

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
August 13, 2014

Coney Island Preparatory Public Charter School

PROJECTED BUDGET FOR 2014-2015

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	10,076,391	1,766,952	-	-	-	11,843,343	
Total Expenses	8,911,565	1,987,385	-	13,641	780,542	11,693,133	
Net Income	1,164,826	(220,433)	-	(13,641)	(780,542)	150,210	
Actual Student Enrollment	529	122					
Total Paid Student Enrollment	-	-					
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
District of Location	\$13,777.00						
School District 2 (Enter Name)	8,789,450	-	-	-	-	8,789,450	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
	8,789,450	-	-	-	-	8,789,450	
Special Education Revenue	-	1,766,952	-	-	-	1,766,952	
Grants							
Stimulus	-	-	-	-	-	-	
Other	50,707	-	-	-	-	50,707	NYSTL Funds
Other State Revenue	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	8,840,157	1,766,952	-	-	-	10,607,109	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	79,330	-	-	-	-	79,330	
Title I	280,180	-	-	-	-	280,180	
Title Funding - Other	13,733	-	-	-	-	13,733	Title II
School Food Service (Free Lunch)	409,583	-	-	-	-	409,583	
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other Federal Revenue	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	782,826	-	-	-	-	782,826	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising	325,000	-	-	-	-	325,000	
Erate Reimbursement	122,407	-	-	-	-	122,407	P1 Funding for Internet
Interest Income, Earnings on Investments,	6,000	-	-	-	-	6,000	500 Interest/Month
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	
Other Local Revenue	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	453,407	-	-	-	-	453,407	
TOTAL REVENUE	10,076,391	1,766,952	-	-	-	11,843,343	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.00	83,250	-	-	8,325	74,925	166,500
Instructional Management	4.00	354,593	118,198	-	-	-	472,790
Deans, Directors & Coordinators	12.00	799,693	266,564	-	-	-	1,066,257
CFO / Director of Finance	1.00	66,000	-	-	-	66,000	132,000
Operation / Business Manager	4.00	127,500	-	-	-	127,500	255,000
Administrative Staff	2.00	99,000	-	-	-	-	99,000
TOTAL ADMINISTRATIVE STAFF	24	1,530,035	384,762	-	8,325	268,425	2,191,547
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	45.00	2,545,553	-	-	-	-	2,545,553
Teachers - SPED	10.00	-	587,233	-	-	-	587,233
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	9.00	307,378	102,459	-	-	-	409,837
<i>List exact titles and staff FTE's (Full time equivalent)</i>							

Coney Island Preparatory Public Charter School

PROJECTED BUDGET FOR 2014-2015

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	10,076,391	1,766,952	-	-	-	11,843,343	
Total Expenses	8,911,565	1,987,385	-	13,641	780,542	11,693,133	
Net Income	1,164,826	(220,433)	-	(13,641)	(780,542)	150,210	
Actual Student Enrollment	529	122					
Total Paid Student Enrollment	-	-					
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	1,628,381	245,817	-	1,638	92,224	1,968,061	
FACILITY OPERATION & MAINTENANCE							
Insurance	43,795	11,264.67	-	77.64	4,192.59	59,330	
Janitorial	132,456	34,069.33	-	234.81	12,680.22	179,440	
Building and Land Rent / Lease	403,122	103,688.35	-	714.62	38,591.64	546,117	
Repairs & Maintenance	72,304	18,597.63	-	128.17	6,921.83	97,952	Painting, fixed doors, etc.
Equipment / Furniture	-	-	-	-	-	-	
Security	17,447	4,487.64	-	30.93	1,670.25	23,636	
Utilities	62,006	15,948.64	-	109.92	5,935.90	84,000	
TOTAL FACILITY OPERATION & MAINTENANCE	731,130	188,056	-	1,296	69,992	990,475	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	8,911,565	1,987,385	-	13,641	780,542	11,693,133	
NET INCOME	1,164,826	(220,433)	-	(13,641)	(780,542)	150,210	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
CSD 21	529	122	651				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	529	122	651				
REVENUE PER PUPIL	19,048	14,483	-				
EXPENSES PER PUPIL	16,846	16,290	-				

Appendix E: Disclosure of Financial Interest Form

Created Wednesday, August 06, 2014

Page 1

332100860949 CONEY ISLAND PREP PUBLIC CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Wednesday, August 06, 2014

Page 1

332100860949 CONEY ISLAND PREP PUBLIC CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Tara Cardone	Member	Yes	Human resources; non-profit management	5	Finance
2	Joan Davidson	Member	Yes	Development; local government	5	Fundraising
3	Aaron Dorfman	Member	Yes	Non-profit management	1	Academic Accountability
4	Godfrey Gill	Treasurer	Yes	Finance; governance	5	Finance; Fundraising
5	Jennifer Philbrick McArdle	Member	Yes	Governance; legal	1	Governance
6	Kathryn Olsen	Vice Chair/Vice President	Yes	Real-estate; charter school operations	5	Governance; Finance
7	Vishaal Rana	Member	Yes	Finance	1	Finance
8	Kaycee Salmacia	Secretary	Yes	Academic	5	Academic Accountability
9	Josh Wolfe	Chair/President	Yes	Finance; governance	5	Fundraising; Governance

2. Total Number of Members Joining Board during the 2013-14 school year

1

3. Total Number of Members Departing the Board during the 2013-14 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

13

5. How many times did the Board meet during the 2013-14 school year?

11

6. How many times will the Board meet during the 2014-15 school year?

12

Thank you.

Enrollment and Retention Efforts

Efforts Utilized in 2013 – 2014 to Attract/Retain SPED, ELL and FRPL Students

Throughout the 2013-2014 school year, Coney Island Prep worked hard to both attract and retain a diverse student population. It is important to us at Coney Island Prep to ensure that we are educating the students of our community who are most in need.

In 2009-2010, Coney Island Prep had the second highest percentage of students with disabilities among all charter schools in New York City, serving over 25% of students with special needs. Since then, we have continued to make serving students with special needs a priority. During the 2013 – 2014 school-year, we served a higher percentage of students with disabilities (21.6%) than the school we share space with (IS303, with 16%). In addition, of those students classified as having special needs, the vast majority—56% (53/94)—have the highest level of special needs.

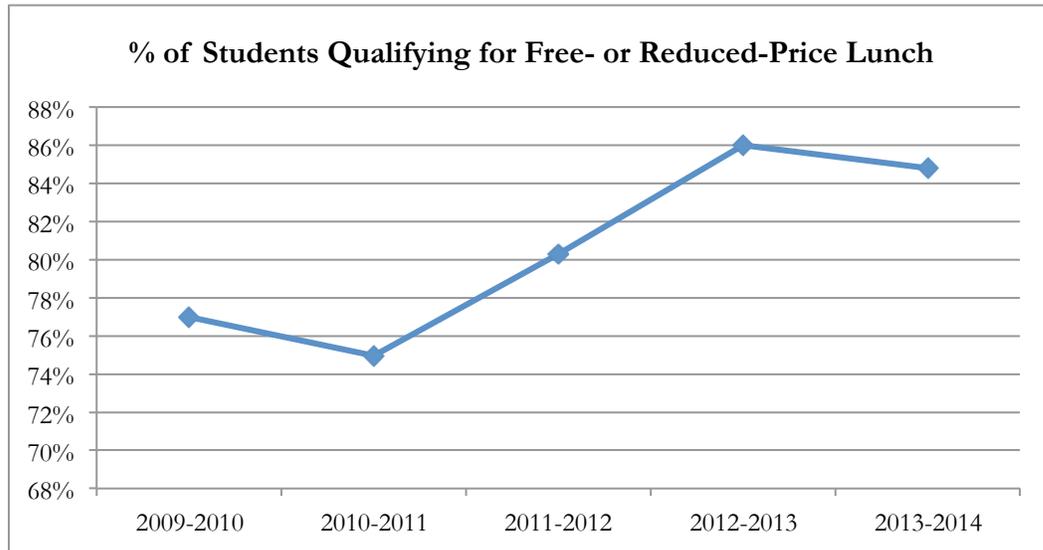
We believe that we have been able to recruit and retain such a high percentage of students with special needs for two main reasons. First, in all of our recruitment materials and information sessions to prospective families, we indicated that we enroll all students, including students classified as having special needs. At many of our information sessions, a Coney Island Prep parent who has a child with special needs was on hand to speak about our program and answer any questions families might have. Second, our academic program is very strong, and has proven particularly effective for students with special needs. Our extended day and structured school environment allow us to maximize learning time, and offer students targeted supports.

Coney Island Prep has also made a concerted effort to recruit English Language Learners. We distribute student recruitment materials with contact information in Mandarin Chinese, Russian, Spanish and Urdu. We also offered translation services to prospective families who had questions. Bilingual staff members presented school information sessions, and Frequently Asked Questions handouts were translated into Mandarin Chinese, Russian, Spanish and Urdu. Finally, we took out an advertisement giving information about our school in a local Russian language newspaper.

Families of our current ELL students have been thrilled with the results of our academic supports, as many of them have tested proficient on the NYSESLAT. In addition, the school has paid to have translators present at family-teacher conferences so that all families have the opportunity to speak with teachers about the progress their scholars are making.

Lastly, Coney Island Prep has worked to encourage families who qualify for Free- or Reduced-Priced Lunch to attend. Our efforts to spread information and application materials included targeted mailings to families living in public and low-cost housing. Families who attend Coney Island Prep also get fresh, organic meals, which the school coordinates at the same cost that they would pay for traditional School Food meals.

Through these efforts, the number of students attending Coney Island Prep who qualify for free- or reduced-price lunch has risen over the years, as shown below:



Efforts To Be Taken in 2014 – 2015 to Attract/Retain SPED, ELL and FRPL Students

Because we serve such a high percentage of students with special needs and FRPL, we will not be targeting those populations specifically in our recruitment efforts. We expect that we will continue to serve a high percentage of students with special needs and FRPL without significantly different recruitment strategies.

In the 2013 – 2014 school-year, 4% of our scholars were classified as English Language Learners (ELL), compared with 17% in CSD 21¹. Over the years, we have tried several methods for recruiting additional ELL students. The results of those efforts, however, have fallen short. We are committed to doing better in our next charter term. One significant challenge that we face is that there is not one dominant language other than English that families speak in Coney Island and surrounding neighborhoods. We have students whose families speak Spanish, Russian, Mandarin, Urdu and French at home. Whereas most neighborhoods in New York City tend to have a dominant immigrant population, the area of South Brooklyn in which Coney Island Prep operates is much more diverse. In order to work to reach all of these families, we have translated our recruitment materials into Spanish, Russian and Mandarin, and included a note in all letters sent to prospective families in those languages indicating that if they have questions, they can call the school and speak with someone in their native language. Moving forward, we are going to embark on a more ambitious and targeted campaign to recruit ELL students. We will reach out to local community-based groups, such as the Brooklyn Chinese-American Association, the Russian Community Life Center, and others to work with them to do outreach to families of their particular communities. We will also more urgently work with our current ELL families to

¹ NYSED Report Card found at <https://reportcards.nysed.gov/schools.php?district=800000044121&year=2011>



ask that they help spread the word about Coney Island Prep in their communities. We have also discussed the possibility of running free ESL classes for families in the evenings and/or on weekends.

Finally, we recently hired a Director of Family and Community Engagement, who will be leading our student recruitment efforts, and outreach to families. We believe that having someone on staff dedicated to these efforts will allow us to be more successful in our outreach to recruit and attract English Language Learners.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, August 06, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/7d1d6>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Josh Wolfe

2. Charter School Name:

Coney Island Preparatory Public Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

[REDACTED]

8. Select all positions you held on Board:

(check all that apply)

• Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

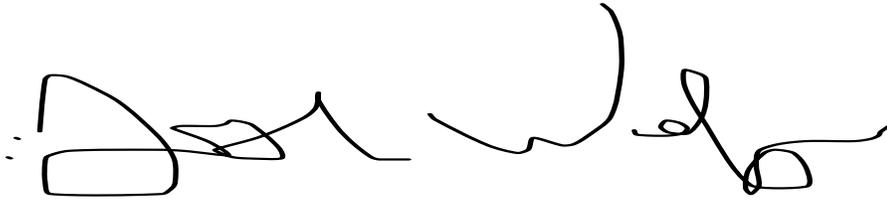
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to be "D. W. [unclear]". The signature is written in a cursive style with some loops and a horizontal line at the end.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, August 06, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/9aac>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Jennifer McArdle

2. Charter School Name:

Coney Island Preparatory Public Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

[REDACTED]

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to be a cursive name, possibly starting with 'D' and ending with 'n'. The signature is written in a fluid, connected style.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Sunday, August 31, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/5f55c>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Aaron Dorfman

2. Charter School Name:

Coney Island Preparatory Public Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Trustee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

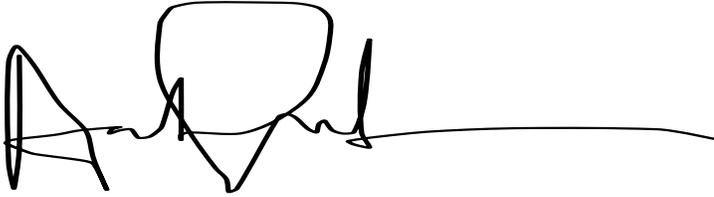
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal line extending to the right.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Sunday, October 19, 2014

Updated Friday, May 08, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/431d5>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Tara Cardone

2. Charter School Name:

Coney Island Preparatory Public Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address|

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Trustee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

(No response)

13a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1			
2			
3			
4			
5			

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

(No response)

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1				
2				
3				
4				
5				

Signature of Trustee