



**Department of  
Education**

Chancellor Richard A. Carranza

Renewal Report  
for  
Challenge Preparatory Charter School  
SCHOOL YEAR 2018-2019

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This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school’s application for charter renewal. This report is based on a cumulative record of the school’s progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school’s academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor’s determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at [https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook\\_2018-19\\_final-docx.pdf](https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf).

## PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

### CURRENT SCHOOL SNAPSHOT

<b>Challenge Preparatory Charter School</b>	
DBN	84Q340
School Leader(s)	Dr. Les Mullings (CEO), Nicole Griffin (K-5 Principal), Mavgar Mondesir-Gordon (6-8 Principal)
Board Chair(s)	Frederica Jeffries
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	27
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(QAAT) 710 Hartman Lane, Queens, NY 11691 Programs/Grades at Building: K-5 Facility Owner: Private
	(QAVK) 1526 Central Avenue, Queens, NY 11691 Programs/Grades at Building: K-8 (cafeteria and gymnasium) Facility Owner: Private
	(QAUZ) 12-79 Redfern Avenue, Queens, NY 11691 Programs/Grades at Building: 6-8 Facility Owner: Private
2018-2019 Enrollment <sup>i</sup>	789
2018-2019 Grades Served	K-8
Current Authorized Enrollment	792
Current Authorized Grade Span	K-8
School Opened For Instruction	2010-2011
School Year of First Renewal	2014-2015
Current Charter Term <sup>1</sup>	February 9, 2015 – June 30, 2019

<sup>1</sup> Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2017-2018 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations.

## RENEWAL RECOMMENDATION

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a full-term, five-year renewal for Challenge Preparatory Charter School (“CPCS”).

<b>Recommendation</b>	
Proposed New Charter Term	5 years
Proposed Authorized Grade Span for New Charter Term	K-12
Proposed Authorized Enrollment for New Charter Term	1296

## PLANS FOR NEXT CHARTER TERM

The school has submitted in its application the following plan to expand grades served from K-8 to K-12 and increase the number of students being served from 792 to 1296 for the next charter term.

As NYC DOE recommends a full-term renewal, the school’s full application plan is included below.

<b>Grade</b>	<b>Current School Year (2018-19)</b>	<b>Year 1 (2019-20)</b>	<b>Year 2 (2020-21)</b>	<b>Year 3 (2021-22)</b>	<b>Year 4 (2022-23)</b>	<b>Year 5 (2023-24)</b>
<b>K</b>	96	120	120	120	120	120
<b>1</b>	96	96	120	120	120	120
<b>2</b>	96	96	96	120	120	120
<b>3</b>	96	96	96	96	120	120
<b>4</b>	72	96	96	96	96	120
<b>5</b>	72	72	96	96	96	96
<b>6</b>	72	72	72	96	96	96
<b>7</b>	96	72	72	72	96	96
<b>8</b>	96	96	72	72	72	96
<b>9</b>	-	96	96	72	72	72
<b>10</b>	-	-	96	96	72	72
<b>11</b>	-	-	-	96	96	72
<b>12</b>	-	-	-	-	96	96
<b>TOTAL</b>	<b>792</b>	<b>912</b>	<b>1032</b>	<b>1152</b>	<b>1272</b>	<b>1296</b>

CPCS will implement a preference for English Language Learners (ELLs) starting with the 2019-2020 lottery.

## RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

CPCS received a 4.5 year, full-term renewal in the 2014-15 academic year with no conditions. CPCS has not been placed on notice during the current charter term

## CHARTER SCHOOL BACKGROUND

CPCS is an elementary and middle school located in the Far Rockaway neighborhood of Queens. The school does not have a universal pre-kindergarten program. The school is located in private space in Community School District 27. The school is not co-located with any other schools or programs.<sup>2</sup>

The school is in its second charter term.

## SCHOOL HIGHLIGHTS<sup>3</sup>

According to the school's renewal application, "Challenge Prep is a community school designed to address the academic needs of children and youth in Greater Far Rockaway. Challenge Prep's NYS exam results in ELA and Math far exceeded the results of all but one of the thirteen demographically similar Greater Far Rockaway district schools enrolling K-8 students in 2016 and 2017. Challenge Prep has consistently provided families with an academically successful charter school alternative to Greater Far Rockaway's district schools."

## CURRENT SCHOOL LEADERSHIP TEAM<sup>4</sup>

	<b>School Leader Name</b>	<b>Position</b>	<b>Years at School</b>
1.	Leslie Mullings	Chief Executive Officer	6.2
2.	Nicole Griffin	K-5 Principal	2.8
3.	Mavgar Mondesir-Gordon	6-8 Principal	1.8
4.	Tameeka Brown-Richards	Director of Enrollment and Recruitment	8.4
5.	Sheila Lyle	Assistant Principal	1.2
6.	Carolyn Thomas	Assistant Principal	3.0
7.	Jasmine Shepherd	Director of Curriculum	0.4
8.	Kimberly Messer	Director of Communications	2.8
9.	Venessa Foster	Director of Operations	0.8
10.	Jason Strumwasser	Director of Technology	3.2

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<sup>2</sup> According to NYC DOE Location Code Generation and Management System.

<sup>3</sup> School Highlights provided directly by the charter school and have not been reviewed for accuracy.

<sup>4</sup> School Leadership Team information is from July 1, 2018 through October 1, 2018.

## PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS

### RENEWAL PROCESS

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 1, 2018.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing and Accountability Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing and Accountability Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing and Accountability Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing and Accountability Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in the NYC DOE OSDCP Accountability Handbook, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing and Accountability Team.

## STATUTORY BASIS FOR RENEWAL

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

**§ 2851(4):** Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

## RENEWAL OUTCOMES

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing and Accountability Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing and Accountability Team approves the renewal application and the Chancellor

recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing and Accountability Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing and Accountability Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing and Accountability Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

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## FULL-TERM RENEWAL

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

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## SHORT TERM RENEWAL

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

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## NON-RENEWAL

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may result.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may challenge the non-renewal decision.



## PART 3: FINDINGS

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

At the time of the school’s renewal, CPCS has partially demonstrated academic success.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix C. For detailed information on the school’s progress in meeting the academic goals outlined in its charter agreement, please see Appendix F. These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP’s findings for Essential Question 1 is below. Charters are evaluated only on outcomes from their current charter term through 2017-2018 (the last year in which a full set of data is available). Outcomes from the prior charter term may appear in this report for purely informational purposes.

### PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes <sup>5</sup>	Details
<b>Comparative Academic Performance</b>		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	●	<b>2015-16: Met</b> <b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	◐	<b>2015-16: Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates <sup>6</sup>	○	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 1

<sup>5</sup> ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

<sup>6</sup> The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as “peer groups” and “similar schools”). Please refer to the documentation available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
NYS Math exam proficiency rates meet or exceed comparable CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 2
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 2
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	○	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met<sup>7</sup></b> See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A <sup>8</sup>	
NYS Comprehensive English Regents exam pass rates meet or exceed Citywide rates	N/A <sup>9</sup>	
NYS English Language Arts Common Core Regents exam pass rates meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates meet or exceed Citywide rates	N/A	

<sup>7</sup> Though Figure 3 shows the school not meeting the CSD overall average, they are meeting the CSD average individually for each grade served.

<sup>8</sup> The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

<sup>9</sup> All Regents exam and graduation standards are applicable to charters serving grades 9-12 only.

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
Algebra 2/Trigonometry Regents exam pass rates meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates meet or exceed Citywide rates	N/A	
Graduation rates meet or exceed Citywide rates	N/A <sup>10</sup>	
<b>Academic Growth</b>		
NYS ELA exam proficiency rates increase	●	<b>2015-16: Met</b> <b>2016-17: Not Met</b> <b>2017-18: N/A<sup>11</sup></b> See Figure 1
NYS Math exam proficiency rates increase	○	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: N/A</b> See Figure 2
NYS Comprehensive English Regents exam pass rates increase	N/A	
NYS English Language Arts Common Core Regents exam pass rates increase	N/A	

<sup>10</sup> The NYC DOE considers the 4-year August graduation rate for this and all graduation standards.

<sup>11</sup> NYS Math and ELA assessments administered beginning with the 2017-18 school year were revised to accommodate two days of testing instead of three. As such, proficiency rates for school years prior to 2017-18 are not directly comparable.

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
NYS Integrated Algebra Regents exam pass rates increase	N/A	
Geometry Regents exam pass rates increase	N/A	
Algebra 2/Trigonometry Regents exam pass rates increase	N/A	
Algebra I (Common Core) Regents exam pass rates increase	N/A	
Geometry (Common Core) Regents exam pass rates increase	N/A	
Algebra II (Common Core) Regents exam pass rates increase	N/A	
Global History Regents exam pass rates increase	N/A	
Global History Transition Regents exam pass rates increase	N/A	
U.S. History & Government Regents exam pass rates increase	N/A	
Living Environment Regents exam pass rates increase	N/A	
Physical Setting/Earth Science Regents exam pass rates increase	N/A	
Physical Setting/Chemistry Regents exam pass rates increase	N/A	
Physical Setting/Physics Regents exam pass rates increase	N/A	
Graduation rates increase	N/A	
<b>Closing the Achievement Gap</b>		
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 5
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 5
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 8

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 8
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 4
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 4
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 7
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 7
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) <sup>12</sup> meet or exceed CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 6
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 6

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<sup>12</sup> The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 9
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 9
NYS Comprehensive English Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
NYS English Language Arts Common Core Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
NYS Comprehensive English Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
NYS English Language Arts Common Core Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
NYS Integrated Algebra Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
NYS Comprehensive English Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
NYS English Language Arts Common Core Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
Algebra II (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Graduation rates for ELLs meet or exceeds Citywide rates	N/A	
Graduation rates for SWD meet or exceeds Citywide rates	N/A	
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates	N/A <sup>13</sup>	
<b>College &amp; Career Readiness (for grades 9-12 only)</b>		
Postsecondary enrollment rates meet or exceed Citywide rates <sup>14</sup>	N/A	
College & Career Preparatory Course Index meet or exceeds Citywide average	N/A	
College Readiness Index meet or exceeds Citywide average	N/A	

<sup>13</sup> The NYC DOE does not report citywide graduation rates for students eligible for FRPL; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

<sup>14</sup> The NYC DOE considers the postsecondary enrollment rate at 6 months post-graduation for this standard.



COMPARATIVE ACADEMIC PERFORMANCE AND ACADEMIC GROWTH

GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCE<sup>ii</sup>

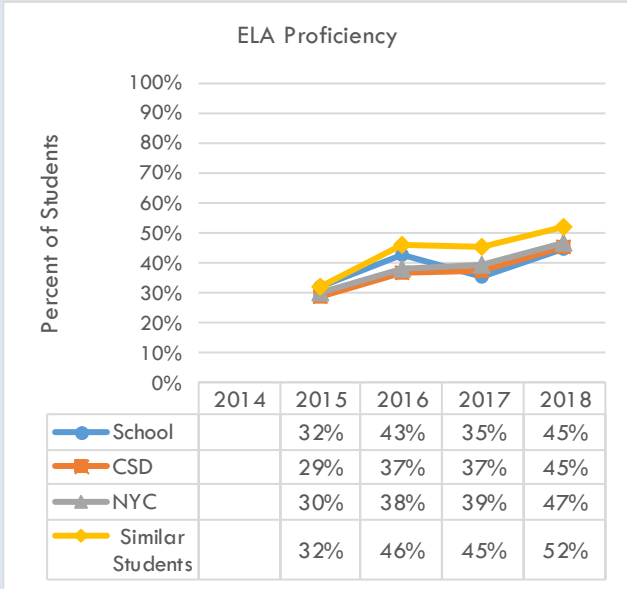


Figure 1

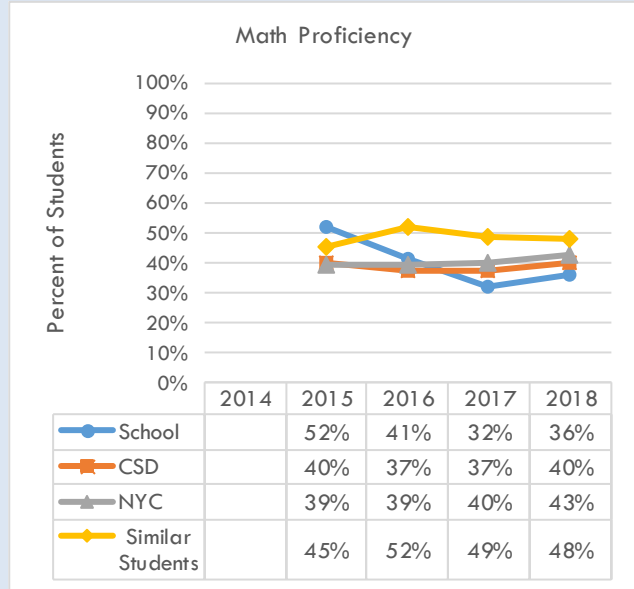


Figure 2

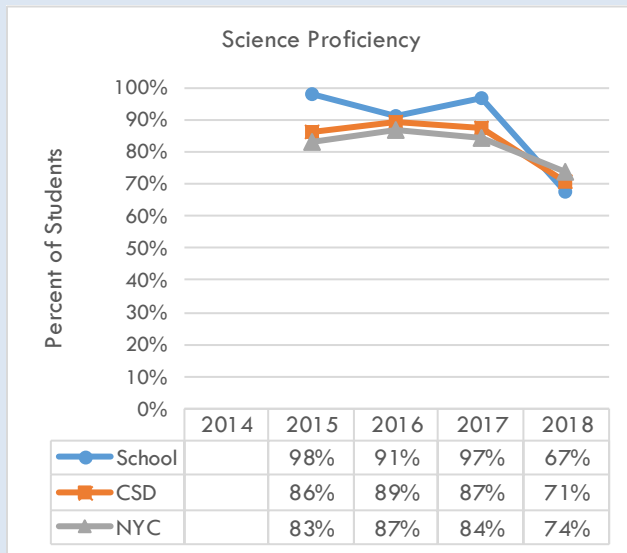


Figure 3

CLOSING THE ACHIEVEMENT GAP

For information on how the school is closing the achievement gap on Regents examinations, please see Appendix E.

GRADE 3-8 ENGLISH LANGUAGE ARTS<sup>iii</sup>

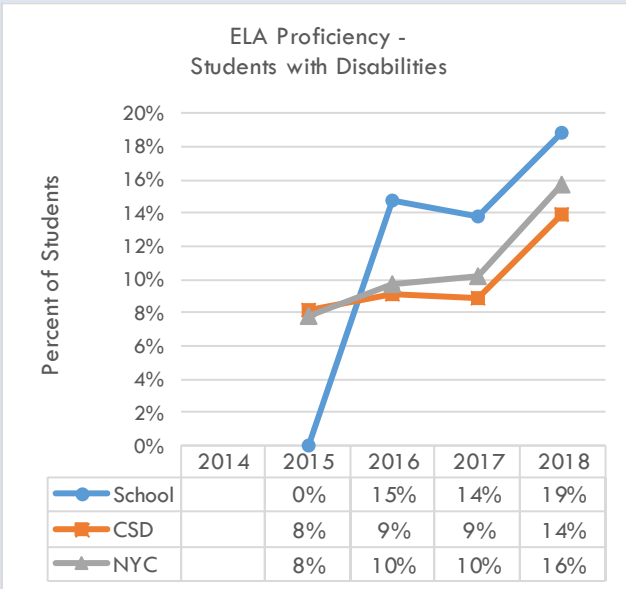


Figure 4

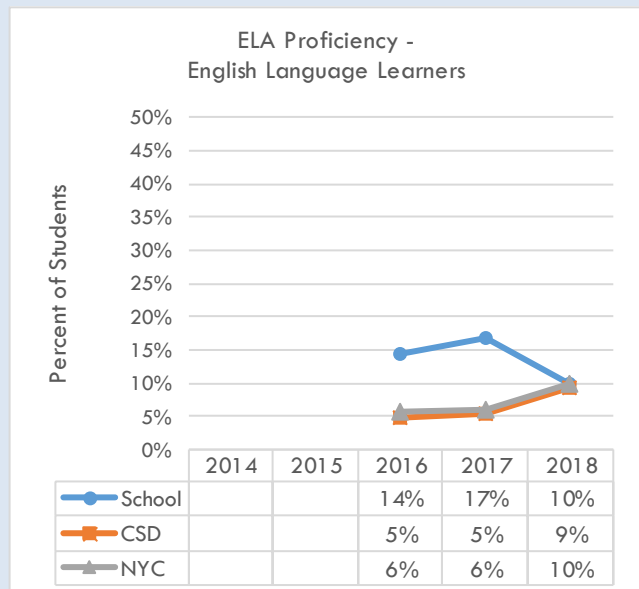


Figure 5

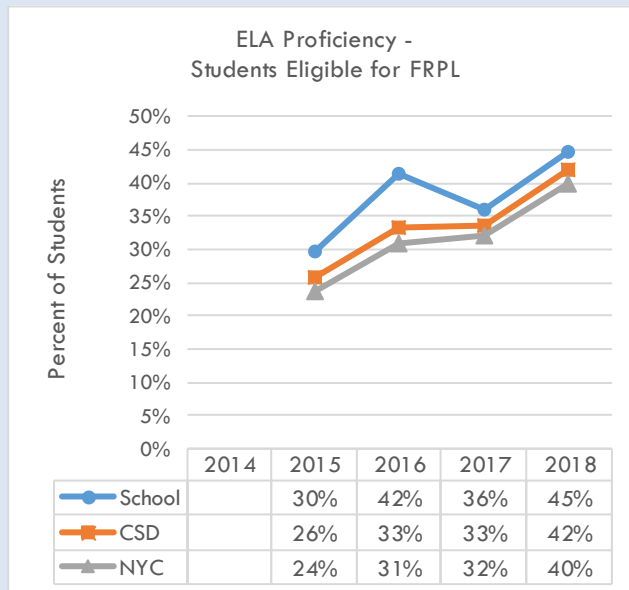


Figure 6

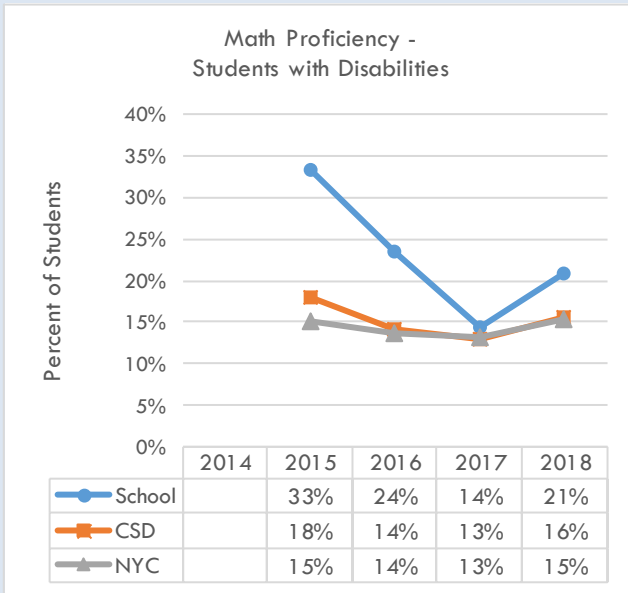


Figure 7

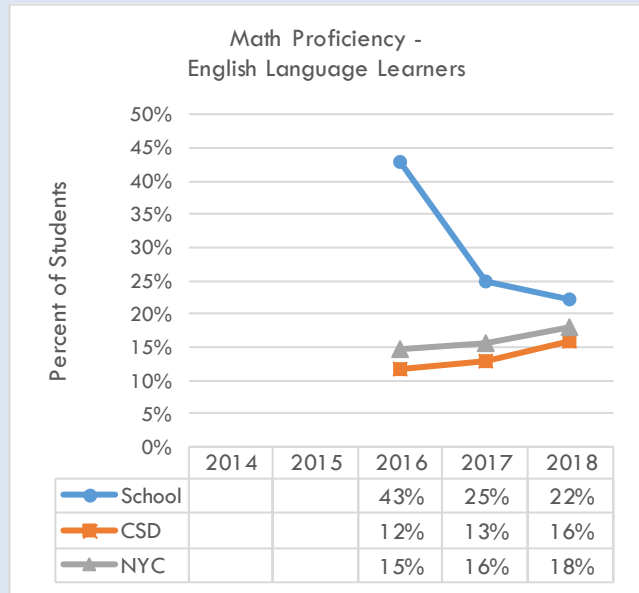


Figure 8

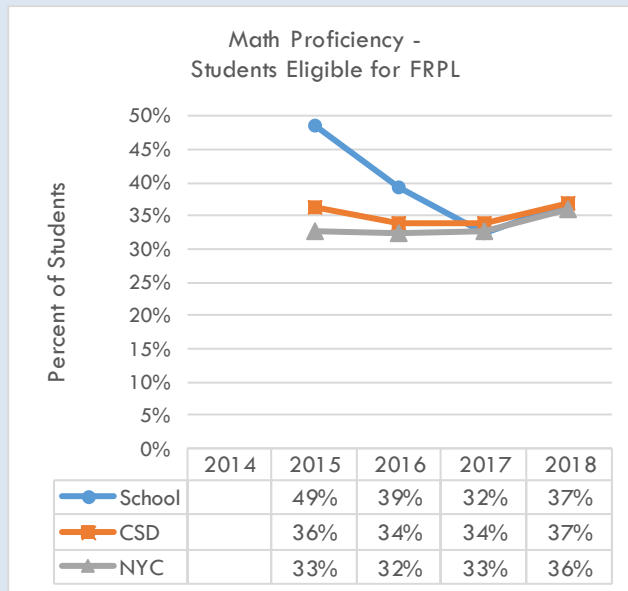


Figure 9

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

At the time of this school's renewal, CPCS has partially demonstrated its effectiveness, including a supportive environment, operational stability, and substantial compliance with applicable laws and regulations.

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

For detailed information on the efforts the school is taking to enroll and retain students with disabilities, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix G.

Detail on OSDCP's findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

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### CURRENT BOARD OF TRUSTEES<sup>15</sup>

Board Member Name	Position	Committee(s)	Years on Board
1. Frederica Jefferies	Chair	Academic Accountability	4.5
2. Andrew Barnes III	Vice-Chair	Executive/Finance	5.0
3. Jeremiah Gaffney	Treasurer	Executive/Finance	4.5
4. Gertrudis Hernandez	Trustee	Academic Accountability	1.5
5. Karon McFarlane	Trustee	Executive/Finance	5.0
6. Ben Waxman	Secretary	Academic Accountability	8.0

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### SCHOOL KEY DESIGN ELEMENTS

As part of the renewal application, the school was asked to provide up to seven key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

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#### POWERFUL USE OF ON-GOING ASSESSMENTS

We currently use i-Ready assessments for our BOY, MOY, and EOY diagnostics. In between, we utilize the program to progress monitor students. The assessments are setup for ELA and Math and are taken every 5-6 weeks. This allows the school to growth monitor the scholars. In 6-8, students are tested at the Fall, Winter & Spring benchmark dates for Reading level using Reading Inventory and iReady.

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#### MORE TIME ON TASK

Students are afforded 320 minutes of ELA and Math Instruction per week at the Middle School Level.

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<sup>15</sup> Board of Trustees as of October 1, 2018.

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## RESPONSE-TO-INTERVENTION

Chronic below-benchmark students are tutored in small group instruction during Saturday Academy and students on the cusp of proficiency are tutored in small groups twice per week.

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## COLLEGE FOCUS

At the beginning of the school year, homerooms are named after colleges attended by high-achieving American figures in history. Scholars spend time learning about the colleges and throughout the year, attend field trips to college campuses. In morning advisory lessons, scholars discuss life skills necessary to go to and through college.

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## RIGOROUS STANDARDS-BASED CURRICULUM

Students are given the opportunity to qualify for honors-level Math and ELA at the 8th grade level.

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## EXCELLENT TEACHING

Teachers are afforded daily PD time to gather in their PLCs for regular professional development and coaching.

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## PARENTS AS PARTNERS

Parents are coached in the use of PupilPath to keep up with students' progress. Regular parent workshops are offered for parents to learn about the technological components of our blended learning program at the Middle School level.

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## STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

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### STAFFING<sup>v</sup>

In the 2015-16 school year, 1 or 16.7% of leadership staff left the school; 7 or 14.6% of instructional staff left the school.

In the 2016-17 school year, 1 or 16.7% of leadership staff left the school; 25 or 34.7% of instructional staff left the school.

In the 2017-18 school year, 1 or 16.7% of leadership staff left the school; 7 or 8% of instructional staff left the school.

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### GOVERNANCE

In 2015-16, the Board had 7 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The 2015-16 calendar listed 12 meetings, and the Board met 12 times, but did not meet the requirement of the Charter Schools Act to meet monthly. The required meetings for September 2015 and March 2016 were not held. Two meetings were held in October 2015 and two meetings were held on April 21st 2016. The Board posted board meeting agendas and minutes on their website. The Board met quorum 12 times out of the 12 meetings that took place in 2015-16.

In 2016-17, the Board had 5 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The 2016-17 calendar listed 12 meetings, and the Board met 12 times, but did not meet the requirement of the Charter Schools Act to meet monthly. The required meetings for August 2016, November 2016, February 2017 and March 2017 were not held. Two meetings were held on October 19th, 2016, two meetings were held on January 25, 2017 and three meetings were held on April 7th 2016. The Board met quorum 12 times out of the 12 meetings that took place in 2016-17.

In 2017-18, the Board had 7 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The 2017-18 calendar listed 12 meetings, and the Board met 12 times, but did not meet the requirement of the Charter Schools Act to meet monthly. The required meetings for February 2018 and March 2018 were not held. Two meetings were held in August 2017 and two meetings were held in April 2018. The Board met quorum 12 times out of the 12 meetings that took place in 2017-18.

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## PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on November 27, 2018. Twenty-four individuals attended the hearing. Seven comments were made in support and none were made in opposition to the proposed charter renewal. Comments in support focused on how Challenge Preparatory Charter School serves families on the Peninsula. The school was described as a beacon of light.

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## PERFORMANCE AGAINST STANDARDS

For the data informing many of these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes <sup>16</sup>	Details
<b>Supportive Environment</b>		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	○	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b>  The policy does not outline the authorizer as part of the complaint procedure.

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<sup>16</sup> ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

<b>Standards</b>	<b>Charter Term Outcomes<sup>16</sup></b>	<b>Details</b>
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages <sup>17</sup>	○	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 10
Student attendance rate meets or exceeds CSD average	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 11
Student attendance rate meets or exceeds Citywide average	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 11
Improved student retention rate over prior year	◐	<b>2015-16: Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 12
Decreased student suspension rate over prior year <sup>18</sup>	◐	<b>2015-16: Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 27 and Figure 28
<b>Operational Stability</b>		
School meets all DOE deadlines, including annual reporting requirements	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School has documented teacher evaluation procedures	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School has documented professional development opportunities	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>

<sup>17</sup> To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart.

<sup>18</sup> To meet this standard in a given year, the school must decrease in both short-term and long-term suspension rates.

Standards	Charter Term Outcomes <sup>16</sup>	Details
School has a formal process for evaluating progress against charter school goals	●	2015-16: Met 2016-17: Met 2017-18: Met
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	2015-16: Met 2016-17: Met 2017-18: Met
Board has developed a succession plan for board and school leadership	●	2015-16: Met 2016-17: Met 2017-18: Met
Board has access to legal counsel	●	2015-16: Met 2016-17: Met 2017-18: Met



Standards	Charter Term Outcomes <sup>16</sup>	Details
Board held the required number of meetings per the charter law	○	<p><b>2015-16: Not Met</b></p> <p>Although the board held 12 meetings during the 15-16 school year, they were not held monthly. The required meetings for September 2015 and March 2016 were not held. Two meetings were held in October 2015 and two meetings were held on April 21st 2016.</p> <p><b>2016-17: Not Met</b></p> <p>Although the board held 12 meetings during the 16-17 school year, they were not held monthly. The required meetings for August 2016, November 2016, February 2017 and March 2017 were not held. Two meetings were held on October 19th, 2016, two meetings were held on January 25, 2017 and three meetings were held on April 7th 2016.</p> <p><b>2017-18: Not Met</b></p> <p>Although the board held 12 meetings during the 17-18 school year, they were not held monthly. The required meetings for February 2018 and March 2018 were not held. Two meetings were held in August 2017 and two meetings were held in April 2018.</p>
Board meetings consistently meet quorum	●	<p><b>2015-16: Met</b></p> <p><b>2016-17: Met</b></p> <p><b>2017-18: Met</b></p>
<b>Compliance</b>		
School's ELL enrollment meets or exceeds CSD rate	○	<p><b>2015-16: Not Met</b></p> <p><b>2016-17: Not Met</b></p> <p><b>2017-18: Not Met</b></p> <p>See Figure 15</p>

Standards	Charter Term Outcomes <sup>16</sup>	Details
School's ELL retention meets or exceeds CSD rate	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 16
School's SWD enrollment meets or exceeds CSD rate	○	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 13
School's SWD retention meets or exceeds CSD rate	◐	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 14
School's FRPL enrollment meets or exceeds CSD rate	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 17
School's FRPL retention meets or exceeds CSD rate	◐	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 18
School has written rules and procedures for student discipline ("discipline policy"), which includes guidelines for suspension and expulsion. The discipline policy is consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School has followed all applicable lottery and enrollment laws and regulations	◐	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Not Met</b> The lottery application deadline was earlier than April 1.
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>

<b>Standards</b>	<b>Charter Term Outcomes<sup>16</sup></b>	<b>Details</b>
School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1) <sup>19</sup>	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School is in compliance with employee fingerprinting requirements	◐	<b>2015-16: Not Met</b> 17 staff members received fingerprint clearances after their start date. <b>2016-17: Not Met</b> 3 staff members received fingerprint clearances after their start date. <b>2017-18: Met</b>
School has an appropriate safety plan	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School has appropriate insurance documentation	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School is in good standing with the Department of Health	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School has submitted its Annual Report to NYSED and posted it online	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b>

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<sup>19</sup> Provisions to N.Y. Educ. Law § 2854(3)(a-1) passed in 2015 specify that the total uncertified shall not comprise more than the sum of: (A) thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less; plus (B) five teachers of mathematics, science, computer science, technology, or career and technical education; plus (C) five additional teachers.

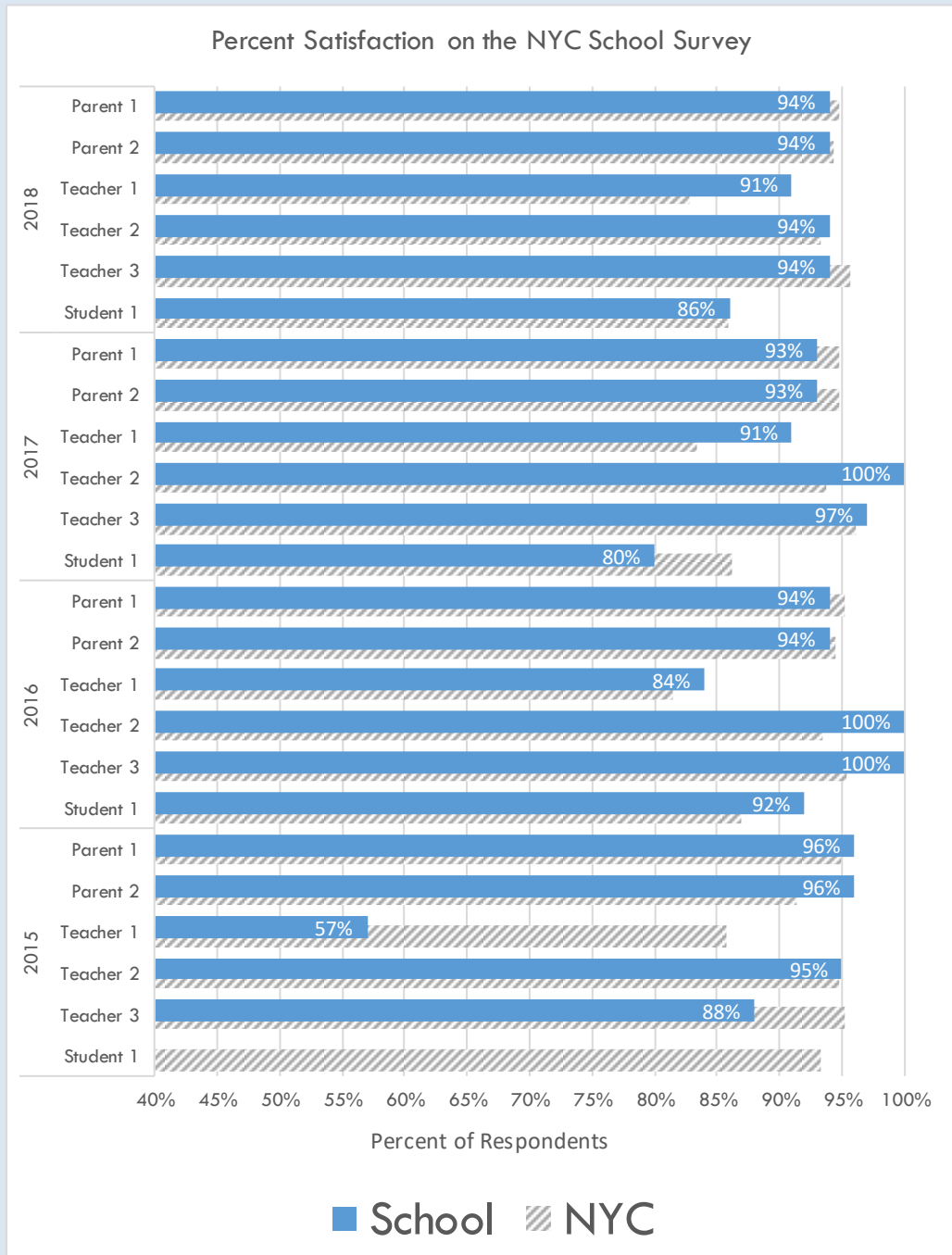


Figure 10

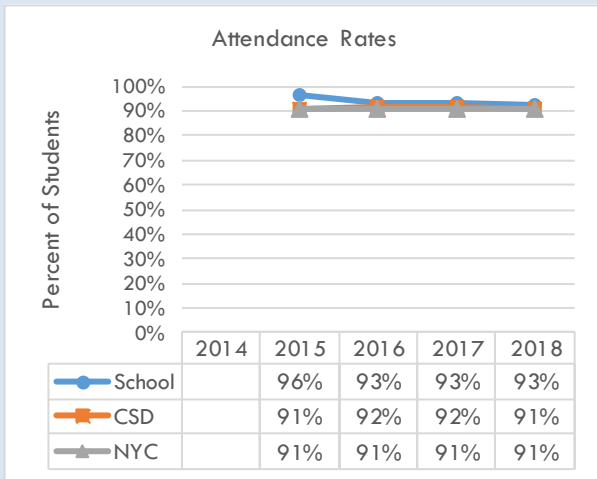


Figure 11

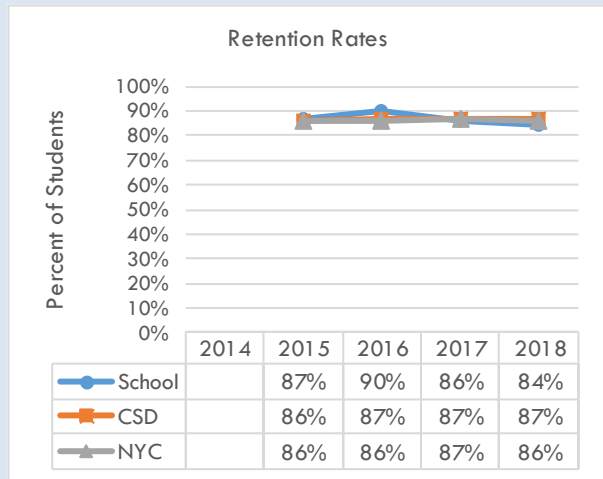


Figure 12

<sup>20</sup> A student is counted towards ELL or SWD enrollment and retention figures if they were identified as a member of either of those populations in ATS at the conclusion of the given school year or at the conclusion of either of the two preceding years. For instance, a student who was identified as an ELL in ATS in 2014 would count toward a school's ELL enrollment and retention figures for both 2015 and 2016, even if that student is no longer classified as an ELL during those school years.

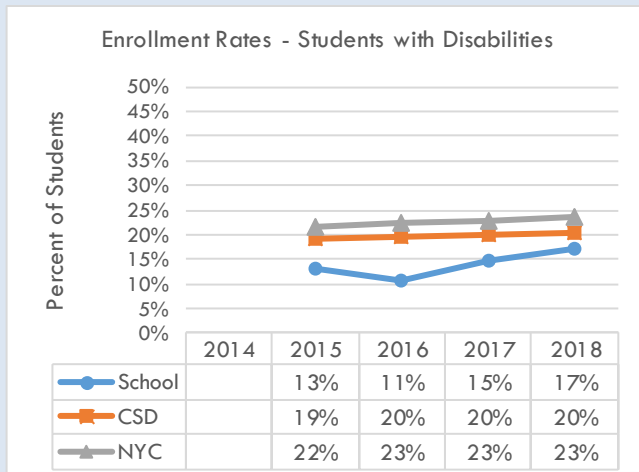


Figure 13

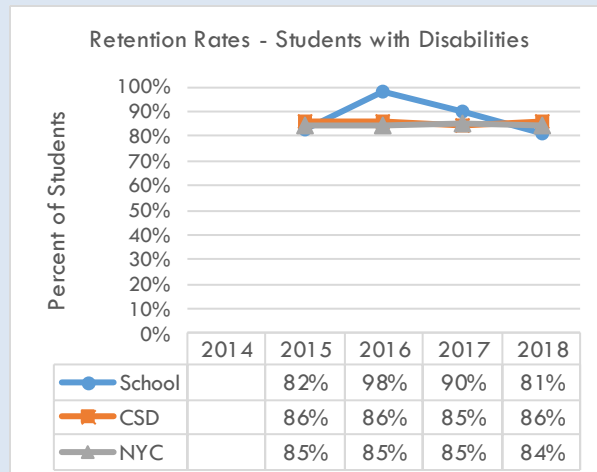


Figure 14

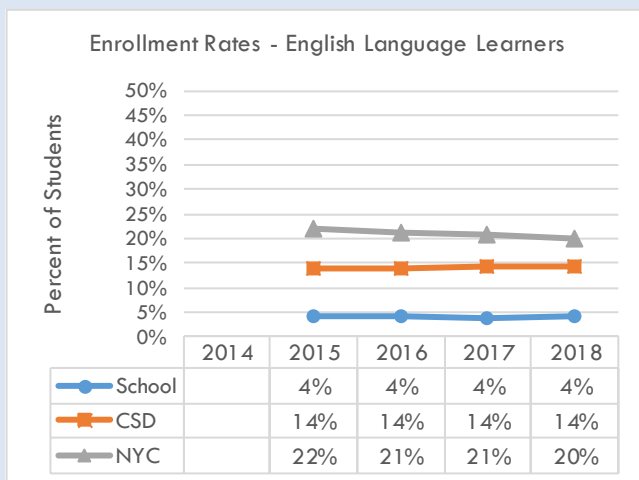


Figure 15

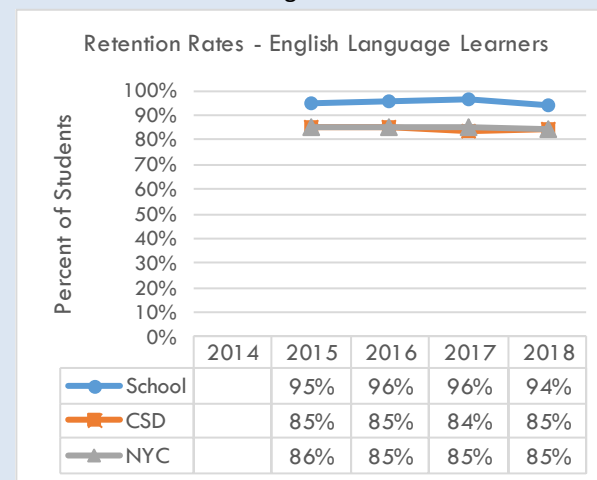


Figure 16

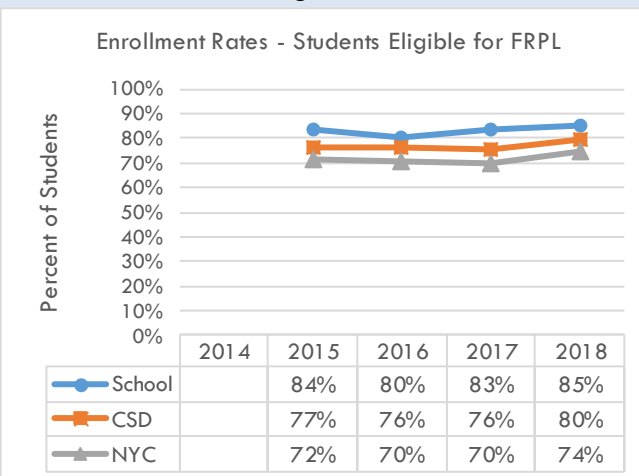


Figure 17

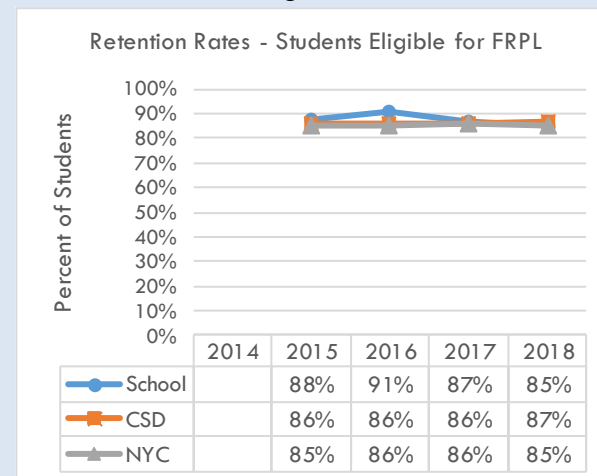


Figure 18

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

At the time of this school’s renewal, Challenge Preparatory Charter School has demonstrated financial viability.

For detailed information on the school’s progress in meeting the financial goals outlined in its charter agreement, please see Appendix F. These goals relate to budget, the school audit, and enrollment.

Detail on OSDCP’s findings for Essential Question 3 is below.

#### SCHOOL FINANCES

An independent audit performed for fiscal year 2016 (FY16) showed no material findings.

An independent audit performed for fiscal year 2017 (FY17) showed no material findings.

An independent audit performed for fiscal year 2018 (FY18) showed no material findings.

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

#### PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes <sup>21</sup>	Details
<b>Short-term Financial Viability</b>		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	◐	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 19
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 20

<sup>21</sup> ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

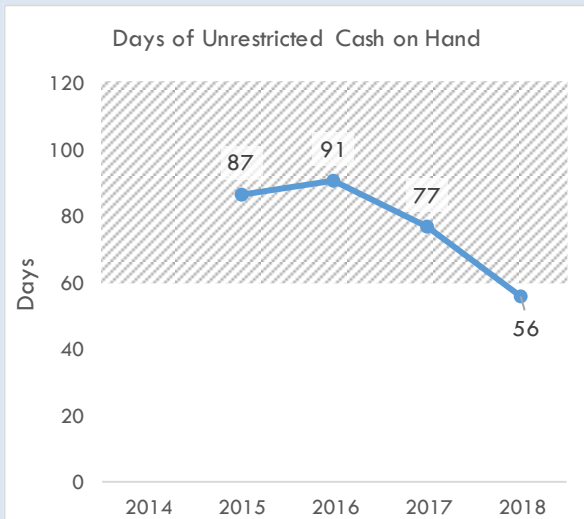
<b>Standards</b>	<b>Charter Term Outcomes<sup>21</sup></b>	<b>Details</b>
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	2015-16: N/A <sup>22</sup> 2016-17: N/A 2017-18: Met
Debt management – school is meeting all current debt obligations	●	2015-16: Met 2016-17: Met 2017-18: Met
<b>Long-term Financial Sustainability<sup>23</sup></b>		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	◐	2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 22
Aggregated three-year total margin – school operates at a surplus over three-year period	●	2015-16: N/A 2016-17: N/A 2017-18: Met
Debt to assets ratio less than 1.0	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 24
Aggregate assets to liabilities ratio greater than 1.0	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 25
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	◐	2015-16: Met 2016-17: Met 2017-18: Not Met See Figure 23

<sup>22</sup> This standard is only applicable when a charter is serving all authorized grades. CPCS began serving all authorized grades in 2017-2018.

<sup>23</sup> Aggregate standards require three years of available data within the current charter term to calculate. As such, only outcomes for 2017-2018 are applicable.

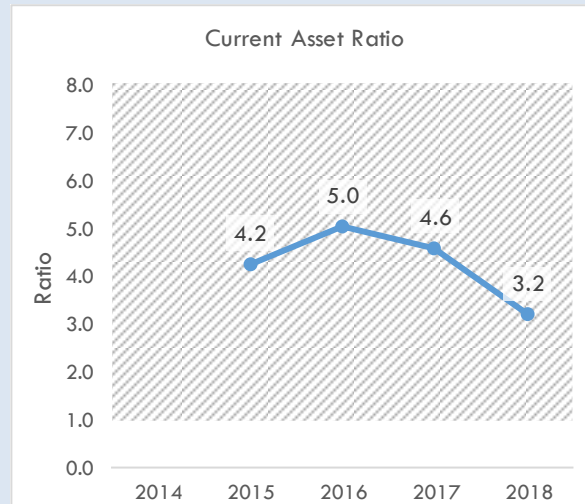


Standards	Charter Term Outcomes <sup>21</sup>	Details
Multi-year cash flow – positive cash flow over previous three fiscal years	●	<b>2015-16: N/A</b> <b>2016-17: N/A</b> <b>2017-18: Met</b> See Figure 23



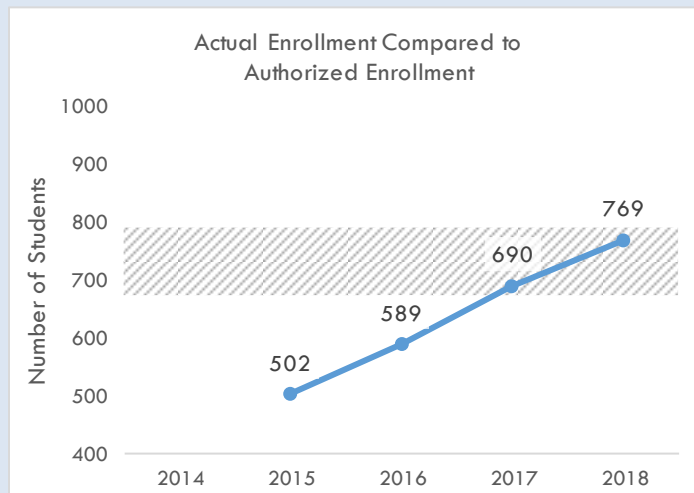
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.

Figure 19



The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

Figure 20



Fully grown charter schools must enroll no less than 85% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

Figure 21

LONG-TERM FINANCIAL SUSTAINABILITY<sup>ix</sup>

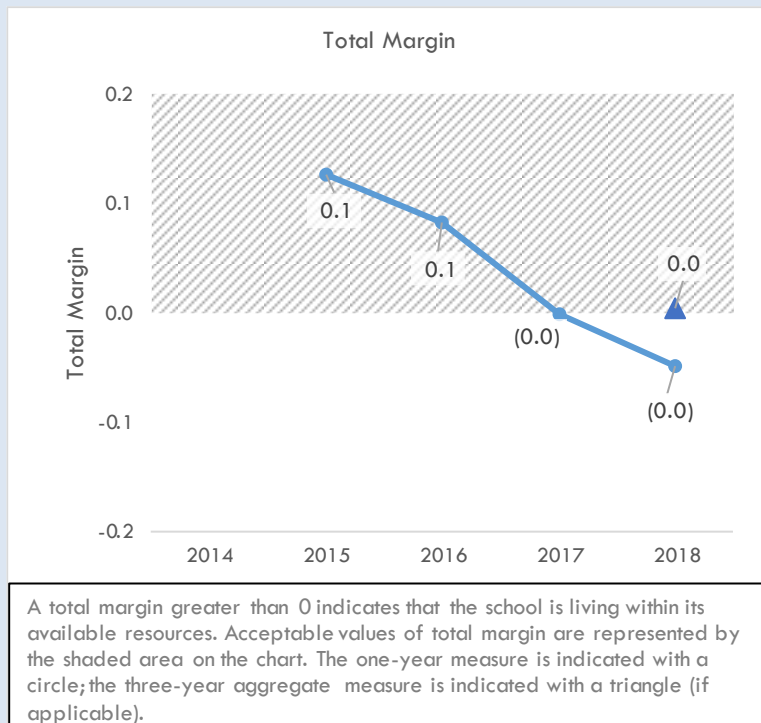


Figure 22

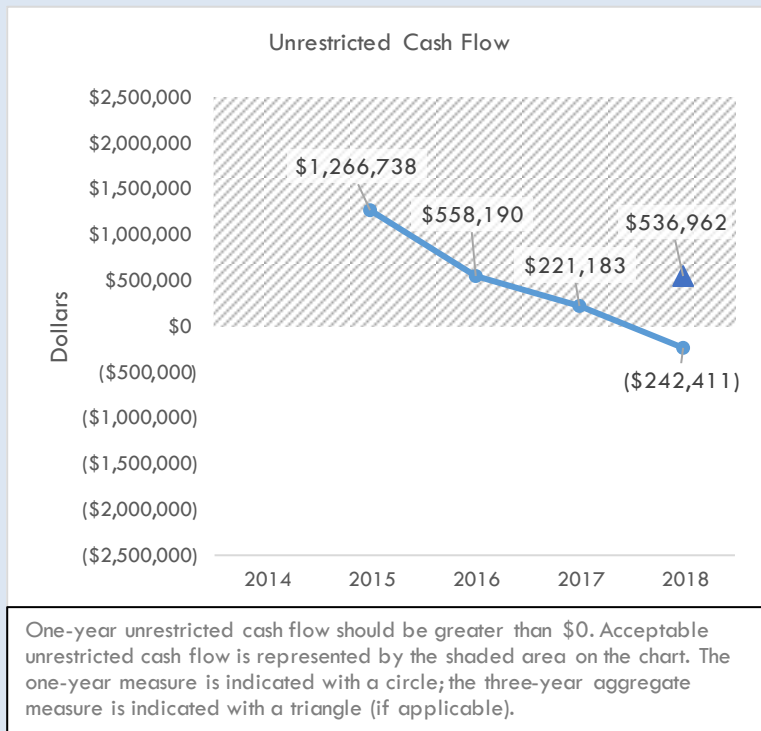
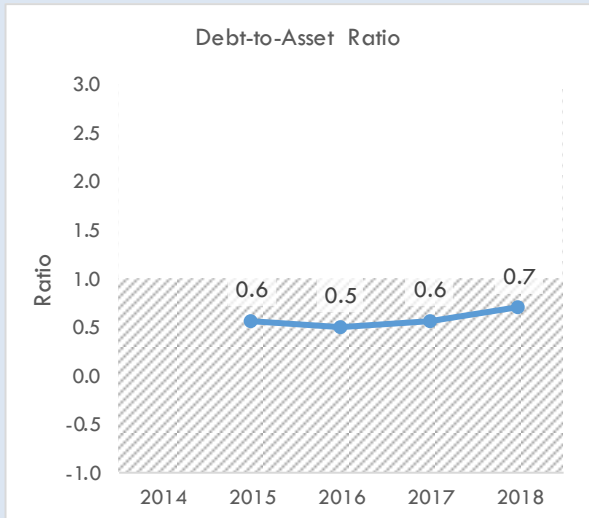
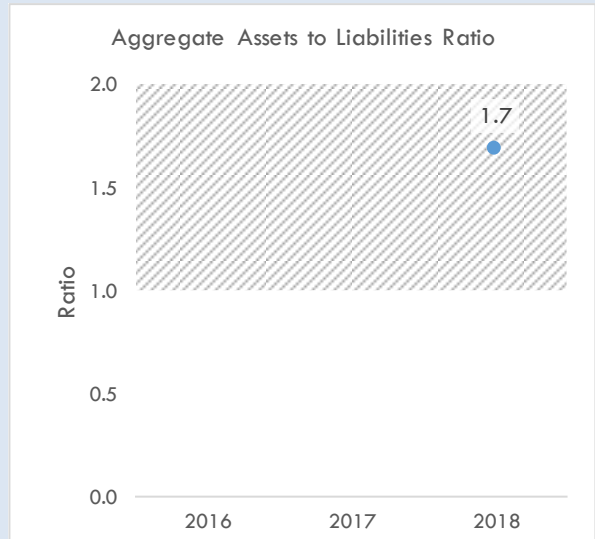


Figure 23



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

Figure 24



The aggregate assets to liabilities is a long-term measure of indebtedness. The acceptable ratio is represented by the shaded area on the chart and should be greater than 1.0.

Figure 25

## APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data and has not been reviewed for accuracy or completeness.

<b>Programming, Admissions, and Lottery</b>	
Number of Instructional Days	190
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	K-2, 6-8: 4 3-5: 3
Primary Entry Grade(s)	Kindergarten
Additional Grade(s) for which Student Applications are Accepted	All
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2018-2019)	1909
Number of Students Accepted via the Lottery (School Year 2018-2019)	243
Lottery Preferences	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No
Children of Employees of the Charter School or CMO	No

CURRENT STUDENT DEMOGRAPHICS\*

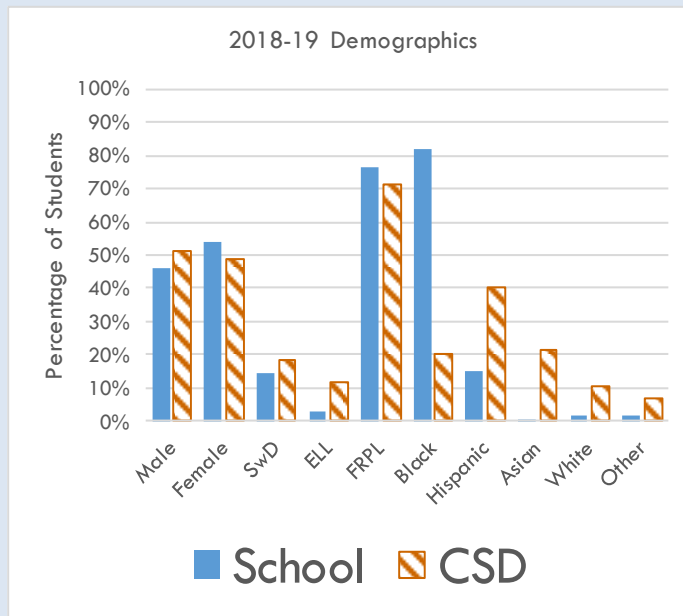


Figure 26

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

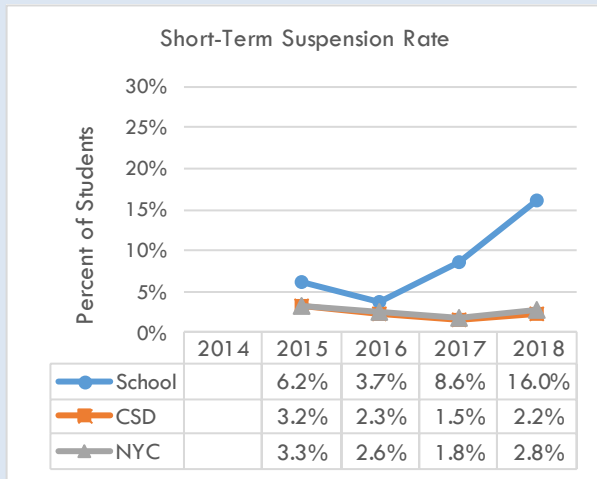


Figure 27

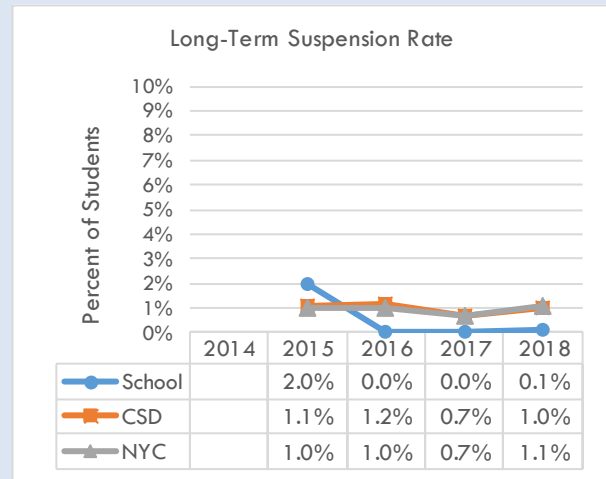


Figure 28

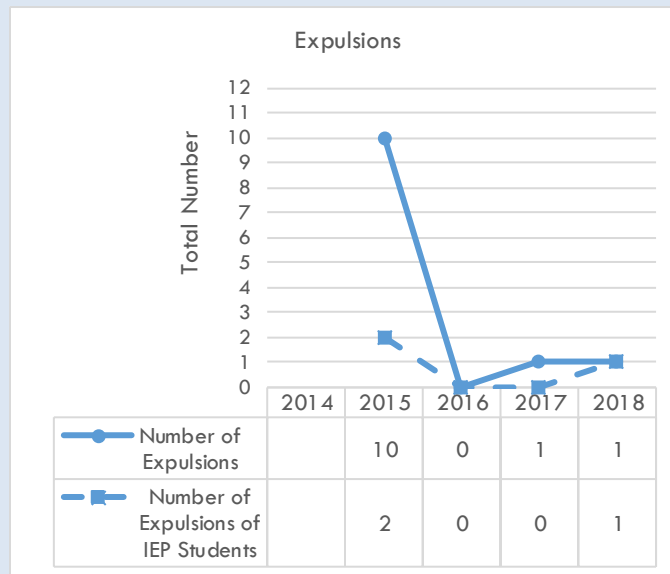


Figure 29

## APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited CPCS on November 29 and November 30, 2018. The school leadership team identified what CAAT members would see in classrooms based on the school's key design elements and unique school culture. CAAT provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that CAAT did not have the opportunity to observe that item during the visit.

- Evidence of a blended learning environment in K-5 and 6-8; CAAT did not observe this in K-5. CAAT saw evidence of this in 6-8.
- Evidence of scholars in small groups working with staff, a peer, or independently; CAAT saw evidence of this in K-8.
- Evidence of the following instructional model: I Do, We Do, You Do, Closing; CAAT saw mixed evidence of this in K-5. CAAT saw evidence of this in 6-8.
- Evidence of scholars earning Cheetah Cash (PBIS) to spend at the Cheetah store in grades K-5; CAAT saw evidence of this.
- Evidence of classroom teachers using a clip chart to track scholar's academic and behavioral progress; CAAT saw evidence of this in K-8.
- Evidence of a wide range of formal and informal assessments used to assess students; CAAT saw evidence of this in K-8.
- Evidence of student groupings based on assessments: small group, whole group, one-on-one; CAAT saw evidence of this in K-8.



APPENDIX C: ACADEMIC PERFORMANCE<sup>xii</sup>

GRADE-LEVEL PROFICIENCY IN ELA

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Challenge Preparatory Charter School</b>					
Grade 3		51%	67%	46%	49%
Grade 4		24%	40%	44%	53%
Grade 5		23%	31%	38%	43%
Grade 6			38%	21%	48%
Grade 7				30%	32%
Grade 8					45%
<b>DIFFERENCE FROM CSD</b>					
Grade 3		22%	28%	4%	0%
Grade 4		-6%	-2%	4%	5%
Grade 5		-7%	-2%	5%	7%
Grade 6			5%	-8%	1%
Grade 7				-11%	-9%
Grade 8					-5%

GRADE-LEVEL PROFICIENCY IN MATH

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Challenge Preparatory Charter School</b>					
Grade 3		62%	72%	40%	38%
Grade 4		44%	40%	52%	57%
Grade 5		50%	26%	42%	57%
Grade 6			33%	11%	30%
Grade 7				20%	24%
Grade 8					18%
<b>DIFFERENCE FROM CSD</b>					
Grade 3		25%	34%	-8%	-14%
Grade 4		2%	-2%	14%	10%
Grade 5		10%	-11%	5%	17%
Grade 6			1%	-22%	-4%
Grade 7				-10%	-12%
Grade 8					2%

ENGLISH/LANGUAGE ARTS

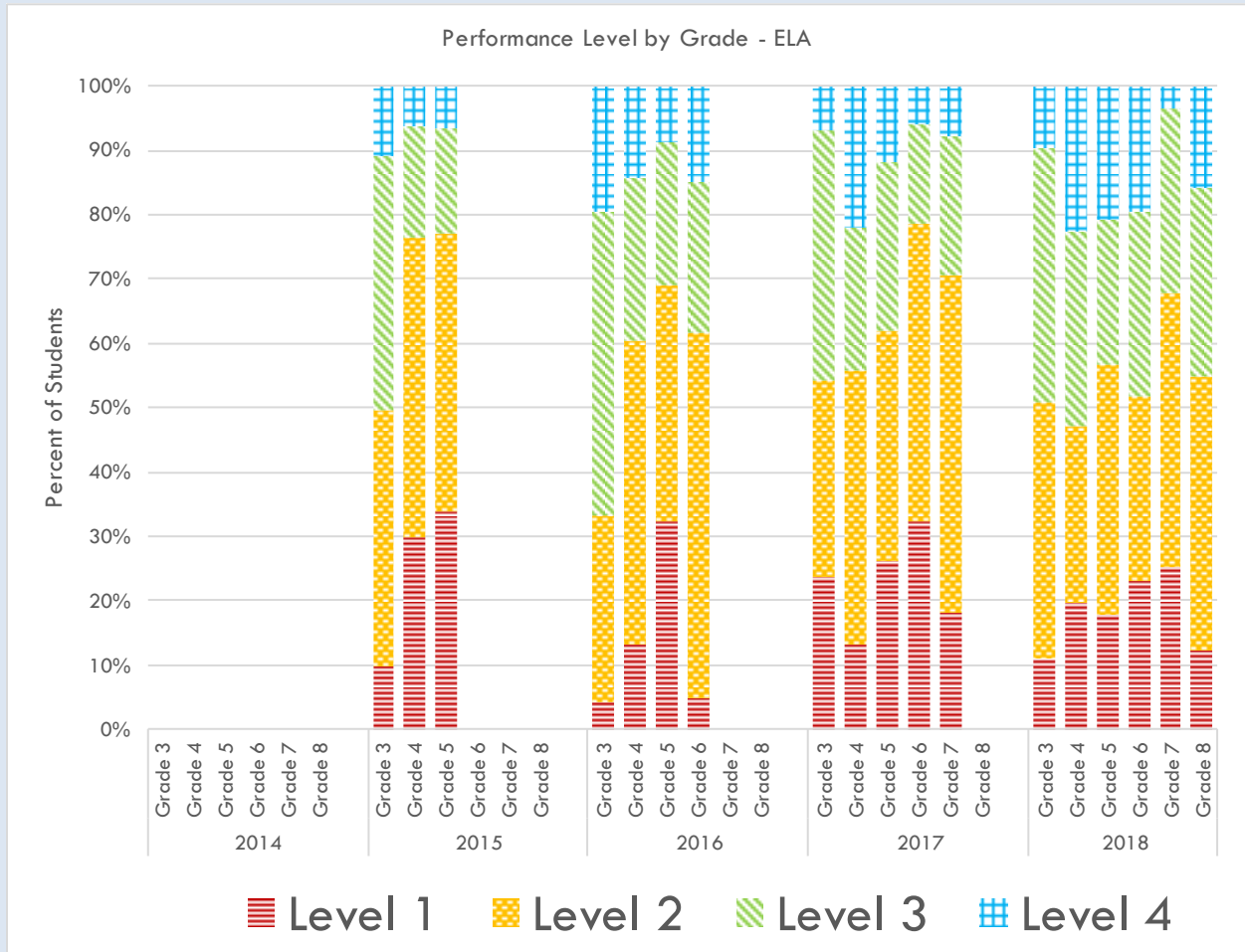


Figure 30

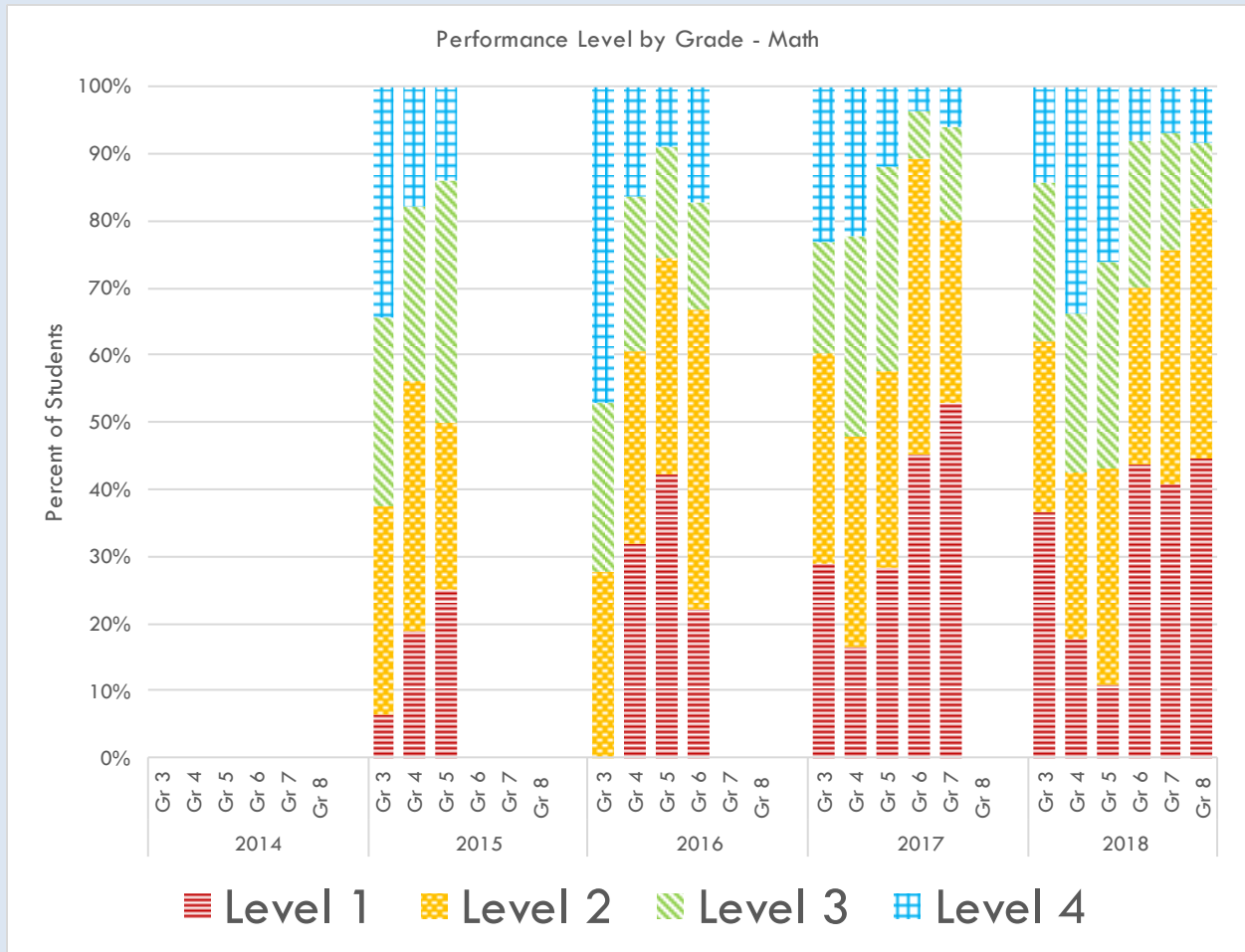


Figure 31

## APPENDIX E: REGENTS PERFORMANCE FOR SPECIAL POPULATIONS

Appendix applicable to charters serving high school grades.

## APPENDIX F: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2017-18 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as part of a holistic evaluation of the school.

To see the school's full 2017-18 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	Throughout the course of the charter term, Challenge Prep will show progress towards achieving 75% of its 3rd-8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the NYS ELA exam	NYS ELA Test results	Met	
Academic Goal 2	Throughout the course of the charter term, Challenge Prep will show progress towards achieving 75% of its 3rd-8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the NYS Mathematics exam.	NYS Math Test results	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 3	Throughout the course of the charter term, Challenge Prep will show progress towards achieving 75% of its 4th and 8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the NYS Science exam	NYS Science Test results	Met	
Academic Goal 4	Throughout the course of the charter term, Challenge Prep will earn a score of B or better on the "Performance" section of the citywide Progress Report	The NYC Progress Report no longer exists.	Met	The NYC Progress Report no longer exists.
Academic Goal 5	Each year, each grade-level cohort of Challenge Prep students will reduce by one-quarter, the gap between the percent at or above Level 3 on the previous year's NYS ELA exam and 75% at or above Level 3 on the current year's NYS ELA exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will demonstrate growth (above 75 percent) in the current year	NYS ELA Test Results	Met	Due to the State's new two-session test design and performance standards, the 2018 Grades 3-8 ELA results cannot be compared with prior- year results. The new baseline established this year will enable comparisons with student scores in 2019 and 2020.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 6	Each year, each grade-level cohort of Challenge Prep students will reduce by one-quarter, the gap between the percent at or above Level 3 on the previous year's NYS ELA exam and 75% at or above Level 3 on the current year's NYS ELA exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will demonstrate growth (above 75 percent) in the current year	NYS Math Test results	Met	Due to the State's new two-session test design and performance standards, the 2018 Grades 3-8 math results cannot be compared with prior- year results. The new baseline established this year will enable comparisons with student scores in 2019 and 2020.
Academic Goal 7	Throughout the charter term, Challenge Prep will show progress towards earning a score of "B" or better on the "Progress" section of the citywide Progress Report.	The NYC Progress Report no longer exists.		The NYC Progress Report no longer exists.
Academic Goal 8	Each year, the percent of Challenge Prep students performing at or above Level 3 on the NYS ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of CSD 27.	NYS ELA Exams results	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	Each year, the percent of Challenge Prep students performing at or above Level 3 on the NYS Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of CSD 27.	NYS Math exams results	Not Met	CPCS has partnered with NYCMP to provide on-going professional development for teachers in grades 2, 3, 6, 7 and 8. The coaches will focus on targeted grades, question formulation, teacher reflection and building mathematical vocabulary.
Academic Goal 10	Each year, the School will be deemed "In Good Standing" on the NYS Report Card.	School Quality Report	Met	
Academic Goal 11	Throughout the next charter term, 75% of kindergarten students who were enrolled at the School on BEDS dates will perform at grade level on the Spring administration of the DIBELS Next and Reading 3D	Dibels and Reading 3D are no longer administered as of the 2015-2016 school year.		N/A
Academic Goal 12	Throughout the next charter term, 75% of the 1st grade students who were enrolled on two consecutive BEDS day will perform at or above grade level on the Spring administration of the on DIBELS Next and Reading 3D.	Dibels and Reading 3D are no longer administered as of the 2015-2016 school year.		N/A



Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 13	For the 2011-12 through 2017-18 school years, 75% of the 2nd grade students who have been enrolled at the School on two consecutive BEDS day will perform at or above grade level on DIBELS Next and Reading 3D.	Dibels is no longer administered as of the 2015-2016 school year.		N/A
Academic Goal 14	Each year, 75% of all tested students in Grades 1-8 who were enrolled in Challenge Prep for at least two consecutive BEDS dates, will perform at or above grade level (NCE=50) on the Spring administration of the NWEA Reading test	NWEA is no longer administered as of the 2016-2017 school year.		N/A
Academic Goal 15	Each year, 75% of all tested students in Grades 1-8 who were enrolled in Challenge Prep for at least two consecutive BEDS dates, will perform at or above grade level (NCE=50) on the Spring administration of the NWEA Math test.	NWEA is no longer administered as of the 2016-2017 school year.		N/A

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 16	Each year, grade- level cohorts of students will reduce by one-half, the gap between the percent at grade level on the previous Spring administration of the NWEA Reading test and 75% at or above grade level (NCE=50) in the current Spring. If a grade-level cohort exceeds 75% at or above grade level (NCE=50) in the previous year, the cohort will remain above 75% at or above grade level (NCE=50) in the current year.	NWEA is no longer administered as of the 2016-2017 school year.		N/A
Org Goal 1	Each year, the School will have an annual average daily student attendance rate of at least 95%. The figure will be calculated from ATS.	ATS Attendance data	Not Met	The percentage was 92.3% for 2017-18. The school will continue to work with parents and guardians to have their scholars be in attendance. The school will continue its efforts with contacting parents when a trend begins to appear with individual scholars.
Org Goal 2	Each year, 95% of all students enrolled on the last day of the school year who do not move will return the following September.	Enrollment data.	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
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 IDEA, and FERPA	Board and school policies, Board minutes, Reports submitted to appropriate agencies, etc.	Met	
Org Goal 4	As reflected in the Board minutes, the CEO and School Principal will present reports that outline enrollment, attendance, discharge status, IEP and ELL numbers as well as any available testing results at every regular meeting of the Board of Trustees. The CEO and Director Team will present an up-to-date financial report as well	Board minutes 2017-18.	Met	
Org Goal 5	95% of the members of the Board of Trustees will be a member of a subcommittee of the Board.	100% of Board members were members of Board committees.	Met	
Financial Goal 1	Annually, student enrollment at Challenge Prep will be within 15% of full enrollment as defined in the School's contract.	ATS enrollment figures.	Met	
Financial Goal 2	Each year, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Independent audit report.	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 3	Each year, Challenge Prep will operate on a balanced budget and maintain a stable cash flow.	Challenge Prep financial documents.	Met	

## APPENDIX G: RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities, English Language Learners, and students who are eligible for FRPL.

As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

The school has submitted the following text in support of this requirement.

### SCHOOL-PROVIDED EFFORTS

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#### ENROLLMENT EFFORTS

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##### ECONOMICALLY DISADVANTAGED

To ensure we meet our target of enrolling students that are economically disadvantaged, Challenge Charter Schools did the following:

- Visited feeder schools in Far Rockaway and daycare centers.
- Conducted Family Nights throughout the Spring of 2017. Parents were able to meet the Principal and hear about our school's academic program.
- Our recruitment team attended community events to market to economically disadvantaged students.
- Challenge Prep advertised in free local publications such as the Brooklyn Family and The Wave.
- We conducted school tours throughout the Spring semester.

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##### ENGLISH LANGUAGE LEARNERS

To ensure we meet our target of enrolling students that are English Language Learners, Challenge Charter Schools did the following:

- Visited feeder schools in Far Rockaway and daycare centers.
- Conducted Family Nights throughout the Spring of 2018. Parents were able to meet the Principal and hear about our schools academic program. A Spanish Language Translator was present at every event to support ELL families as needed.
- Our recruitment team attended community events geared toward market to ELL students.
- Challenge Prep advertised in local publications in Spanish.
- We conducted school tours throughout the Spring semester. A Spanish Language Translator was present.

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##### STUDENTS WITH DISABILITIES

To ensure we met our target of enrolling Students with Disabilities, Challenge Charter Schools did the following:

- Visited feeder schools in Far Rockaway and daycare centers
- Conducted Family Nights throughout the Spring of 2018. Parents were able to meet the Principal and hear about our school's academic program
- Our recruitment team attended community events to market to Students with Disabilities
- Challenge Prep advertised in free local publications such as the Queens Family and The Wave.

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## RETENTION EFFORTS

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### ECONOMICALLY DISADVANTAGED

To ensure we retain economically disadvantaged students during the 2017- 2018 school year, Challenge Prep did the following:

- Conducted Back To School Family Nights to welcome families to our school and make them aware of all programs designed to foster students' academic and social success
- CPCS had employed a full a full time Social Worker and Guidance Counselor who provided counseling support to students and families where personal and family issues may impact student achievement
- CPCS employed a Teacher Assistant in every classroom to support instruction
- Worked with families to ensure applying for Free and Reduced breakfast/lunch is seamless.

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### ENGLISH LANGUAGE LEARNERS

To ensure we retain ELL students during the 2017-2018 school year, Challenge Prep did the following:

- Conducted Back To School Family Nights to welcome families to our school and make them aware of all programs designed to foster students' academic and social success
- Employed a full a time Social Worker and Guidance Counselor who provide counseling support to students and families where personal and family issues may impact student achievement
- Employed a Teacher Assistant in every classroom to support instruction
- Employed a Full Time ESL Teacher
- Evaluated student's level of English Language proficiency so that our instruction meets students where they are academically
- Supported each ELL student's language acquisition by focusing on building their academic vocabulary and providing meaningful opportunities for ELL students to communicate with their peers and larger school community.

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### STUDENTS WITH DISABILITIES

To ensure we retained Students with Disabilities during the 2017-2018 school year, Challenge Prep :

- Challenge Prep provided instruction to special education students in the most inclusive environment possible, subject in all instances to the requirements and restrictions included in each student's IEP.
- The School provided support services to students to ensure that Individual Education Plan (IEP) mandates and measurable goals are met and does not place a student in a learning environment that is inconsistent with the IEP.

- Challenge Prep’s special education program, which includes an ICT classroom at every grade level, made it an attractive option for families.

## APPENDIX H: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at [https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook\\_2018-19\\_final-docx.pdf?sfvrsn=b721debd\\_8](https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8).



## SOURCES

<sup>i</sup> Number of students actively enrolled on October 31, 2018 as recorded in ATS.

<sup>ii</sup> State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

<sup>iii</sup> State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

<sup>iv</sup> State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

<sup>v</sup> Calculations based on data reported by the school in its renewal data collection form.

<sup>vi</sup> Data from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>. The six selected survey questions are:

- Parent 1 – “How satisfied are you with the education your child has received this year?”
- Parent 2 – “The principal promotes family and community involvement in the school.”
- Teacher 1 – “I would recommend my school to parents seeking a place for their child.”
- Teacher 2 – “Teachers work closely with families to meet students’ needs.”
- Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”
- Student 1 – “It’s clear what I need to do to get a good grade.”

<sup>vii</sup> Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31<sup>st</sup> of the prior year who are still at the school on October 31<sup>st</sup> of the evaluated year. Subgroup enrollment data comes from the demographic data available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview> or an October 31<sup>st</sup> ATS pull for the evaluated year.

<sup>viii</sup> Annual school audit

<sup>ix</sup> Annual school audit

<sup>x</sup> Number of students actively enrolled on October 31, 2018 as recorded in ATS.

<sup>xi</sup> School-reported suspension and expulsion data. City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Rates are calculated as number of events divided by total population.

<sup>xii</sup> State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.

<sup>xiii</sup> State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.