



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report for Challenge Preparatory Charter School

SCHOOL YEAR 2015-16

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

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

Challenge Preparatory Charter School (“Challenge Prep”) is an elementary and middle school located in the Rockaways neighborhood of Queens. The school does not have a universal pre-kindergarten program. The school is split-sited in two private spaces in Community School District 27. The school is not co-located with any other schools or programs.¹

The school is in its second charter term.

The school leadership team is comprised of the following individuals: CEO Leslie Mullings has been at the school since its inception and has been CEO for four years; Principal Debra Sostre has been at the school for one year; Assistance Principal, Operations Tameeka Richards has been at the school for six years; Assistant Principal, Curriculum Carolyn Thomas has been at the school for six months; Assistant Principal, Middle School Abena Johnson has been at the school for two years; and Assistant Principal, Literacy Nicole Griffin has been at the school for six months.

SCHOOL HIGHLIGHTS

Challenge Prep replaced its previous ELA and math curricula with CCLS-aligned EngageNY modules across all grade levels. Teachers were supported in making this shift through the use of outside consultants and training from the Center for Education Innovation - Public Education Association (CEI-PEA) to help clarify the modules and adjust the school's prior curriculum maps and sequencing. Additionally, Challenge Prep replaced its prior TerraNova and DIBELS Interim Assessments with the CCLS-aligned Northwest Evaluation Association Measures of Academic Progress assessment as well as i-Ready software.

CURRENT SCHOOL SNAPSHOT

Challenge Preparatory Charter School	
DBN	84Q340
School Leader(s)	Debra Sostre
Board Chair(s)	Karon McFarlane
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	27
Physical Address(es)	710 Hartman Lane, Queens, NY 11691 (K-5)

¹ According to NYC DOE Location Code Generation and Management System.

	15-26 Central Avenue, Queens, NY 11691 (6)
Facility Owner(s)	Private
Enrollment ²	587
Grades Served	K-6

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1. Karen McFarlane	Chair	Executive/Finance	3	7/8
2. Andrew L. Barnes III	Vice Chair	Executive/Finance	3	8/8
3. Ben Waxman	Secretary	Academic Accountability	6	8/8
4. Jeremiah Gaffney	Treasurer	Finance	2	6/8
5. Fredrica Jeffries	Member	Academic Accountability	2	8/8
6. Daniel Cohen	Member	Finance	2	0/0

CHARTER AUTHORIZATION PROFILE

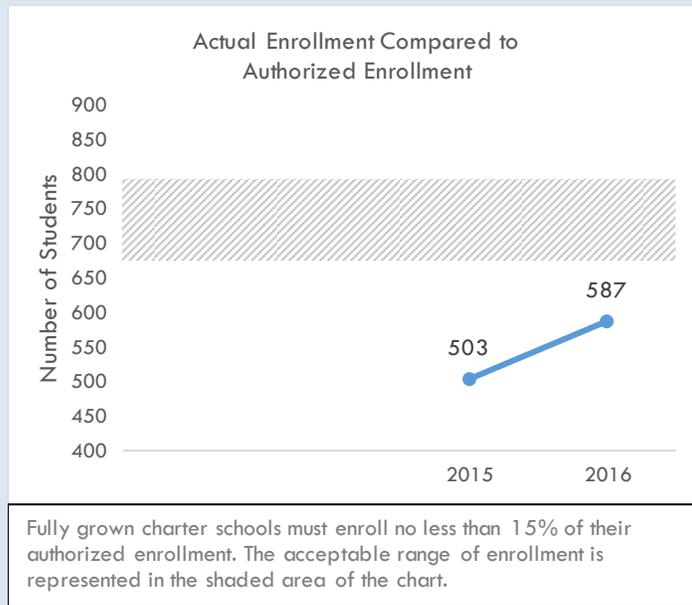
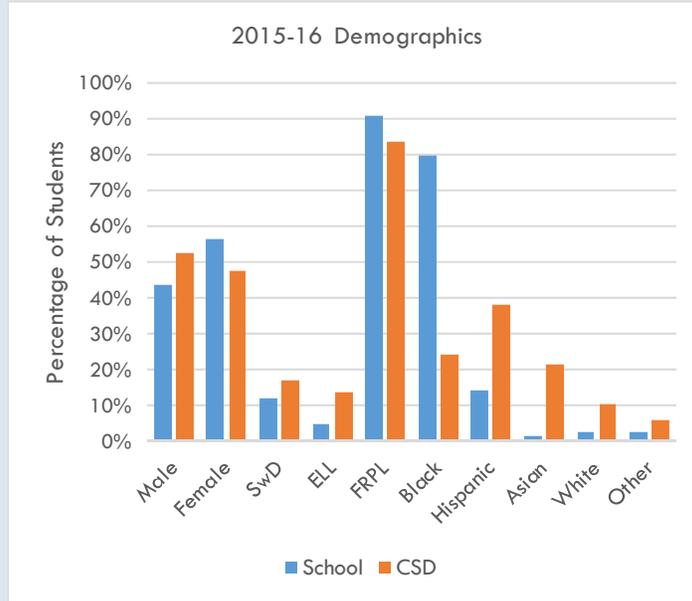
Challenge Preparatory Charter School	
School Opened For Instruction	2010-2011
Date of First Renewal	2014-2015
Date of Second Renewal	N/A
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2019
Current Authorized Grade Span	K-8
Current Authorized Enrollment	792

² According to ATS data as of October 14, 2015.

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

Challenge Prep was renewed for a full-term 4.5 years in the 2014-15 academic year with no conditions.

ENROLLMENT AND DEMOGRAPHICS⁴



⁴ Schools are permitted to fall below 15% of the authorized enrollment until they are fully enrolled. The school is not yet fully grown.

PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

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

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

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1 - IS THE SCHOOL AN ACADEMIC SUCCESS?

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

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

ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

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

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

ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

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

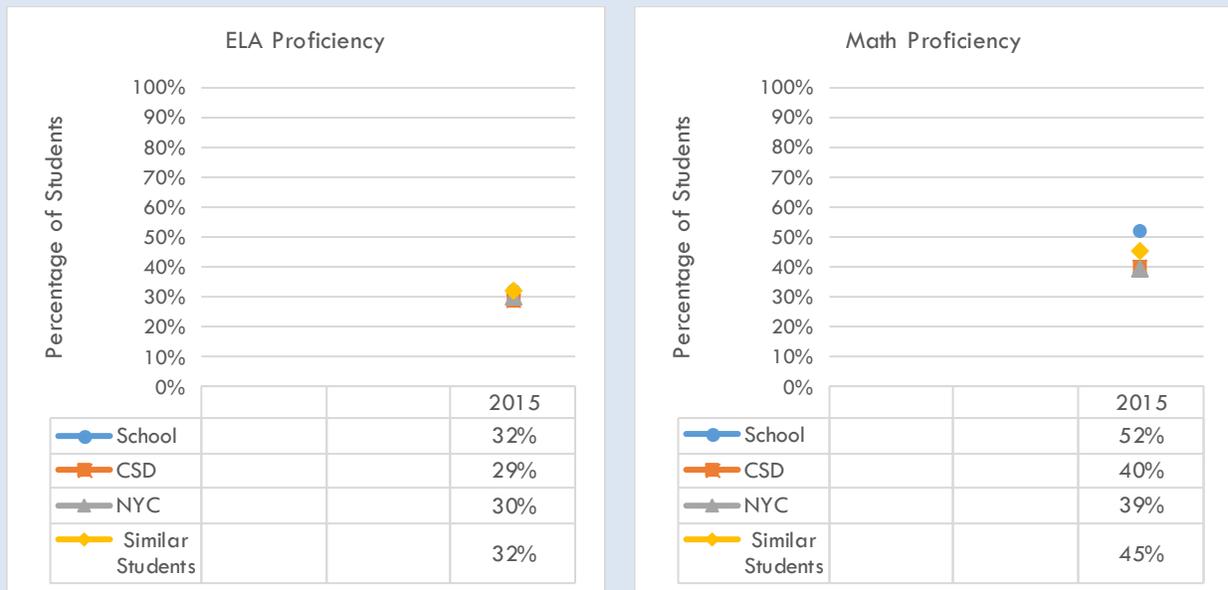
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁵

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix D.⁶ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁷



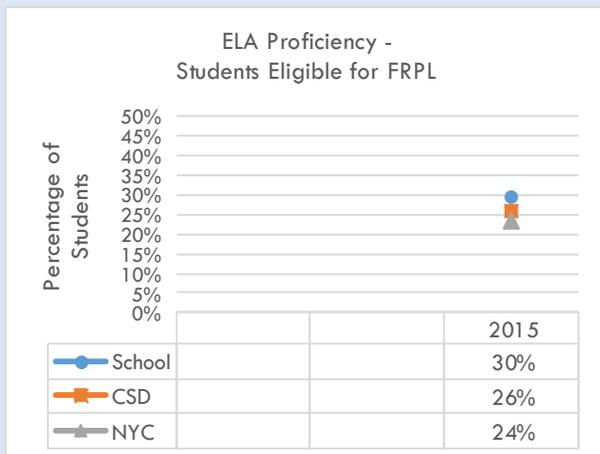
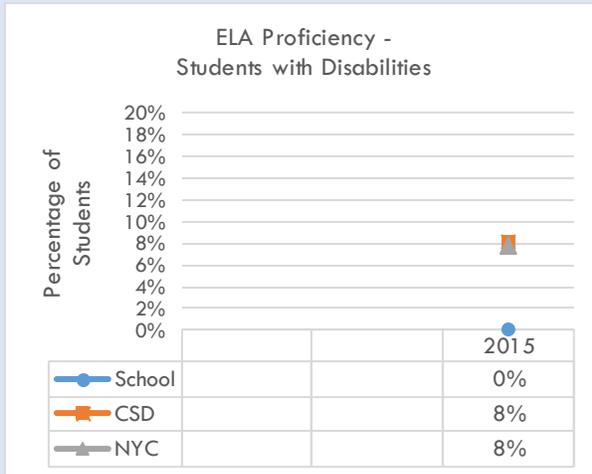
⁵ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

⁶ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

⁷ For more on the NYC DOE's similar students comparisons, please see the information here:

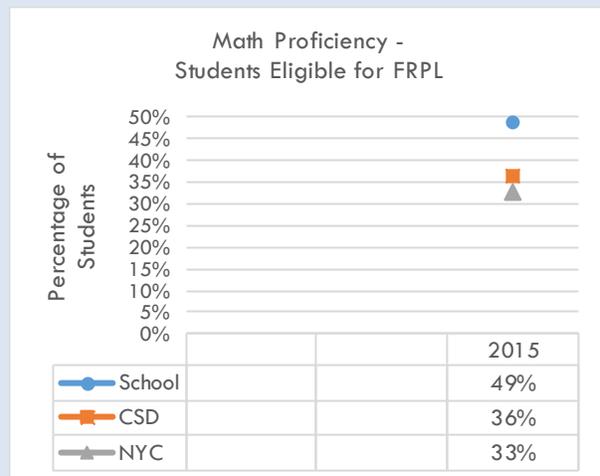
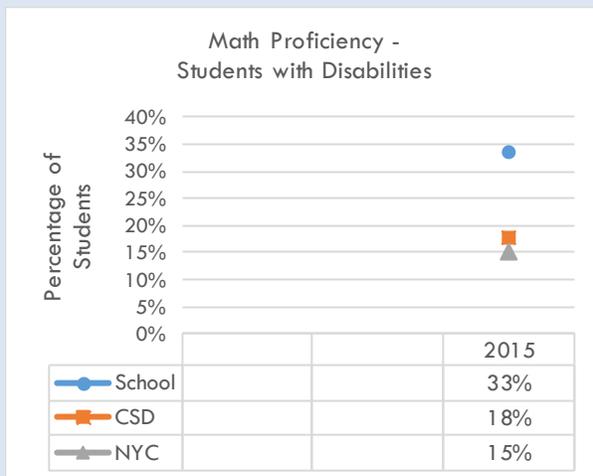
http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf.

CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



The school did not serve sufficient numbers of English language learners to report on their results.

CLOSING THE ACHIEVEMENT GAP – MATH



The school did not serve sufficient numbers of English language learners to report on their results.

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

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

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

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

PARENTS AS PARTNERS

Parent engagement liaison partners with Parent association.

BLENDED LEARNING

Blended learning is a formal education program in which a student learns at ease in part through online delivery of content and instruction with some element of student control over time, place, path or pace.

SCHOOL-WIDE ESSENTIAL QUESTIONS

Challenge Prep Middle School will provide and utilize a set of school-wide essential questions that will serve as foci, modeled and integrated within and among all subjects of study.

CHALLENGE BASED LEARNING

The Challenge Based Learning Model provides the framework through which students will engage in the core curriculum. It emphasizes exploring topics from many angles and through the lens of multiple disciplines.

STEM CURRICULUM

The sixth grade incorporates science technology, engineering and math in their middle school curriculum in order to prepare scholars for 21st century jobs.

ONGOING ASSESSMENTS AND PROGRESS MONITORING

Monthly assessments using Fountas & Pinnell and inbook assessments for reading are used to guide small group work and monitor student progress in ELA and math.

COLLEGE FOCUS

The future high school, if approved, will be designed as P-Tech in order for students to learn and receive college credits.

GOVERNANCE

The Board of Trustees has a developed governance structure and organizational design. It has the number of members required by the bylaws and the four officer positions have been consistently filled. In addition, the Board posts meeting agendas, meeting minutes and the calendar of meetings on the school's website.

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

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

SUPPORTIVE ENVIRONMENT

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

OPERATIONAL STABILITY

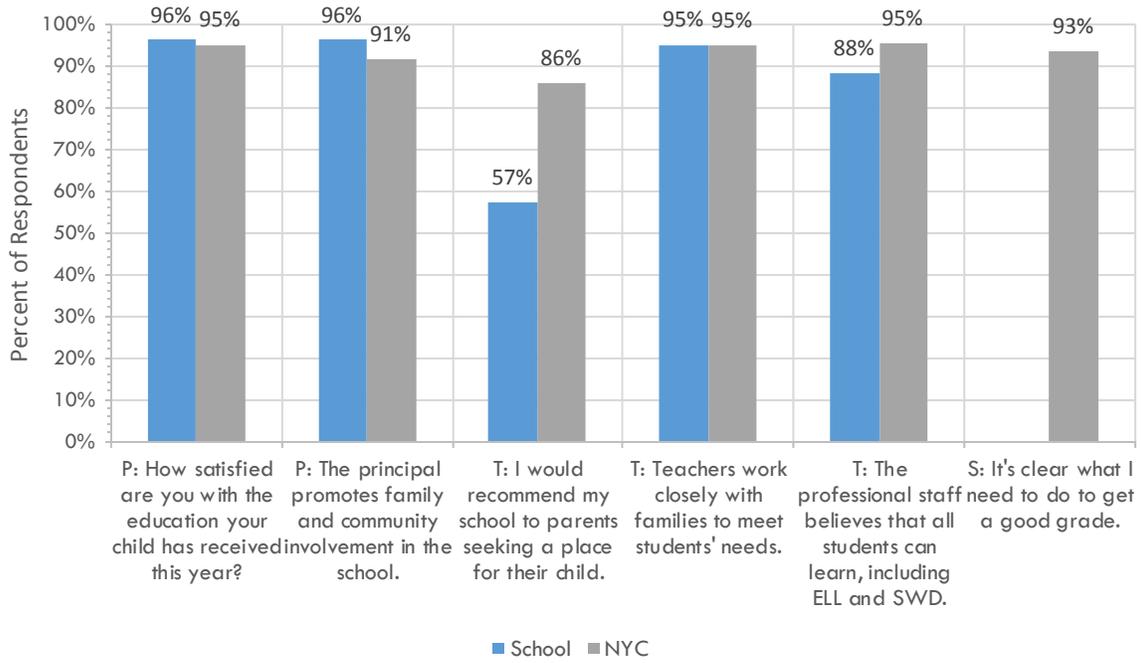
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Compliant	
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	
Board meetings consistently meet quorum ⁸	Compliant	

COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

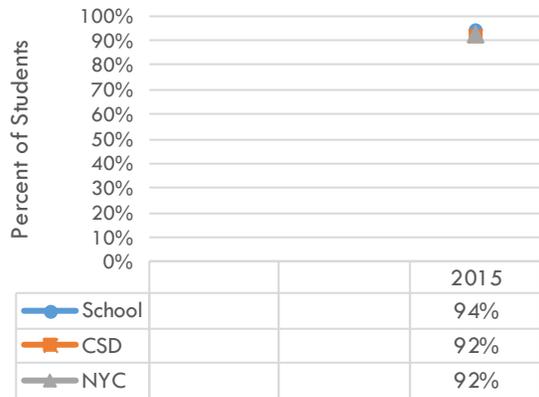
⁸ Quorum is determined based on the school's board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1)	Not Compliant	The school has more than the allowed number of uncertified teachers on staff
School is in compliance with employee fingerprinting requirements	Not Compliant	Fingerprint clearance records are missing for some staff members
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Not Compliant	The school had 98.2% complete records; the goal was 99%.
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	

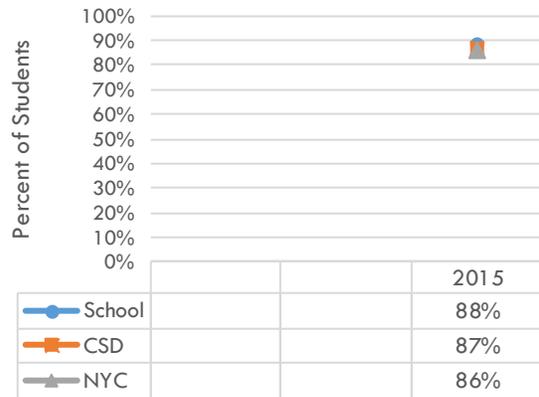
Percent Satisfaction on the NYC School Survey



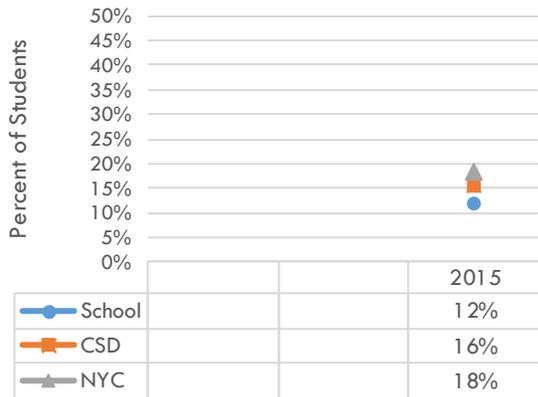
Attendance Rates



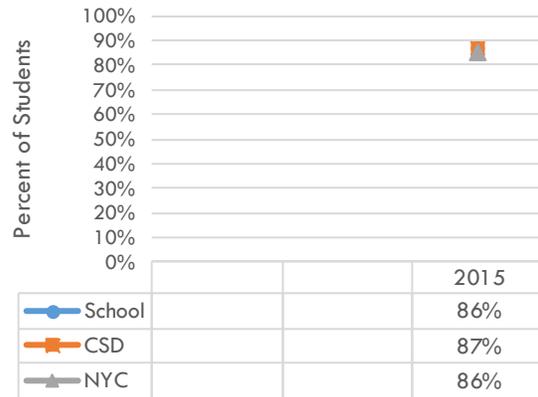
Retention Rates



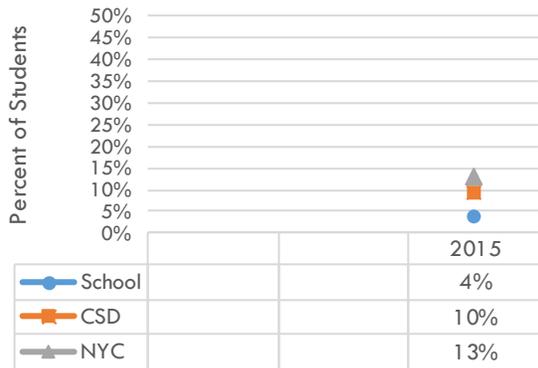
Enrollment Rates - Students with Disabilities



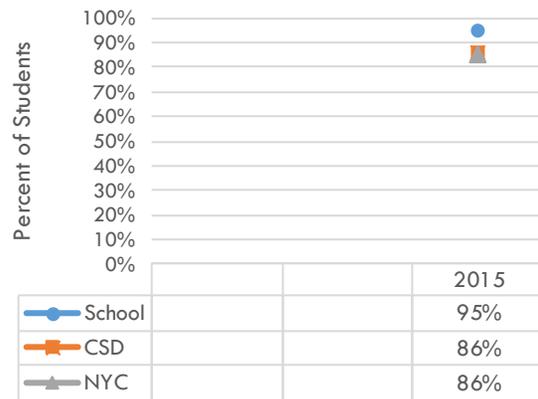
Retention Rates - Students with Disabilities



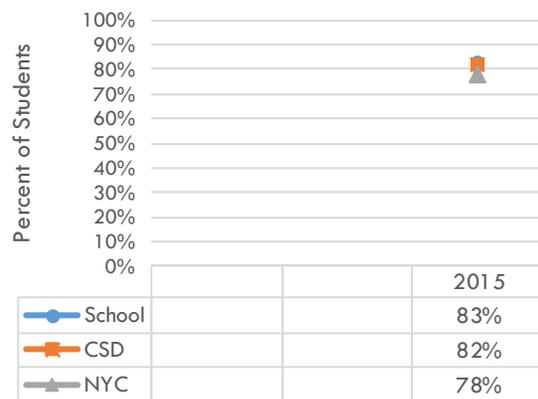
Enrollment Rates - English Language Learners



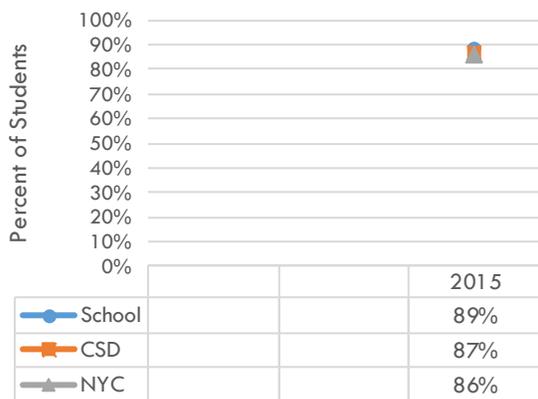
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

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

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

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix D. These goals relate to short- and long-term financial viability.

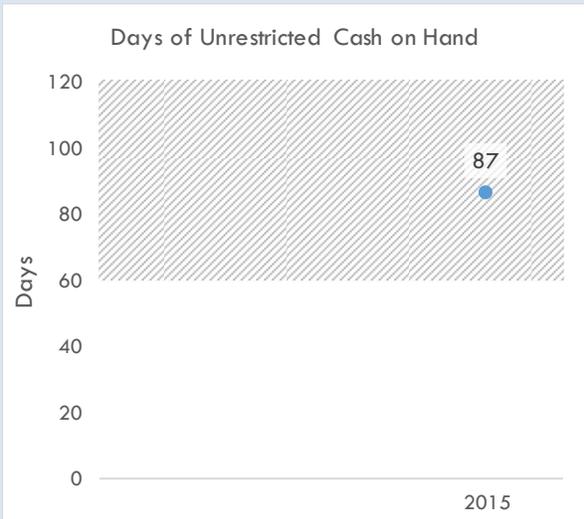
SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) noted the following material findings:

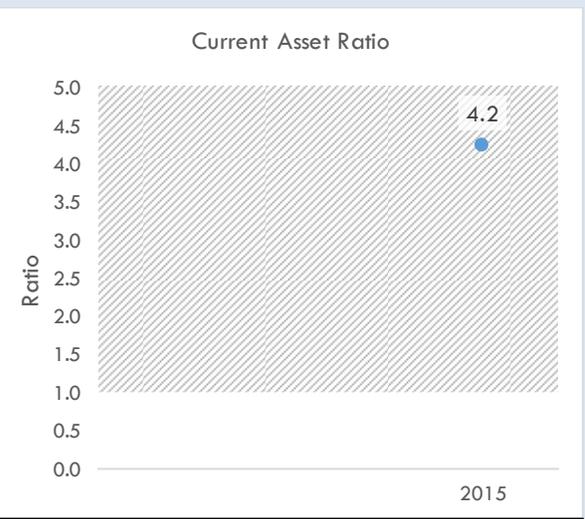
1. Debit card charges and expense reimbursements submitted by the CEO were approved by the Principal; they should have been approved by a member of the Board of Trustees.
2. The school does not maintain a complete inventory listing of property and equipment; they only tag and inventory computer equipment.

The 2015 audit shows that the school has \$70,000 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY⁹



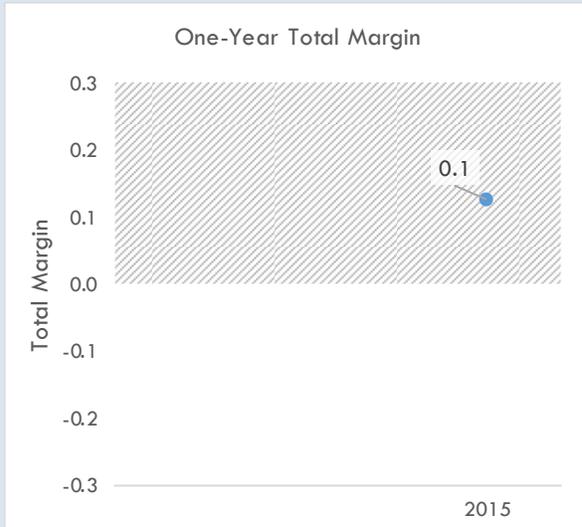
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



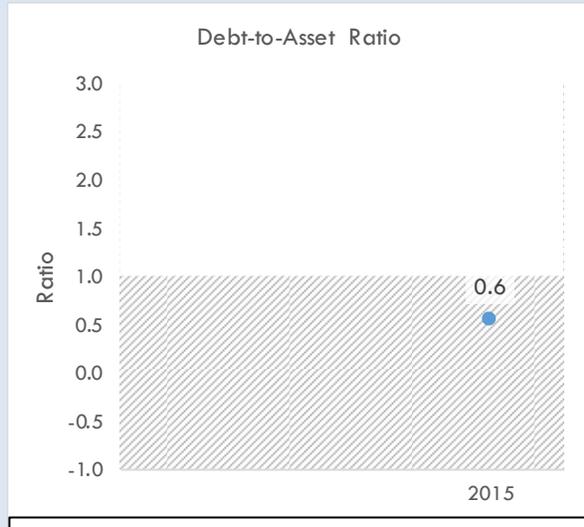
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

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

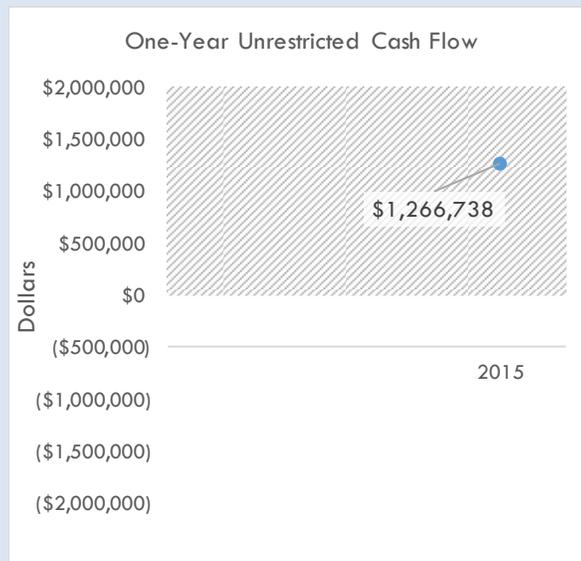
LONG-TERM FINANCIAL SUSTAINABILITY



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



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



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

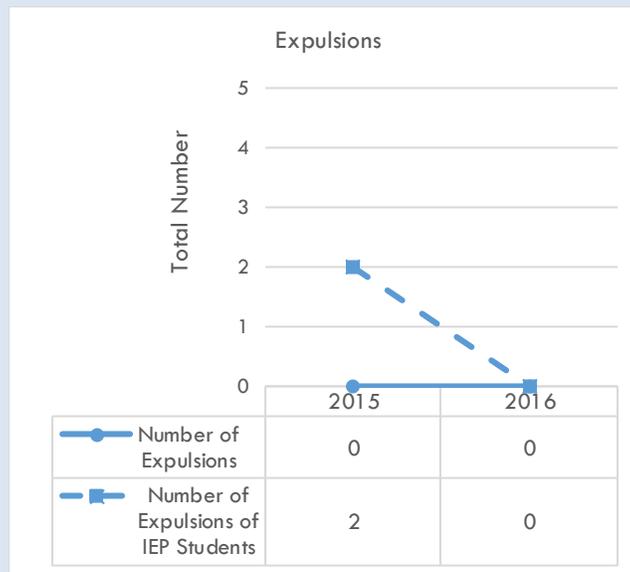
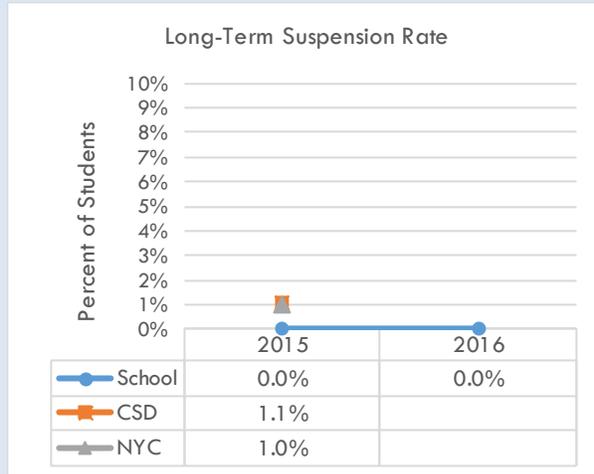
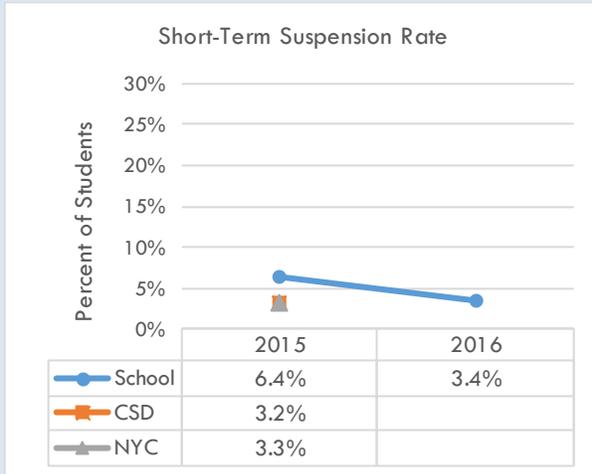
APPENDIX A: SCHOOL OVERVIEW

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

PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	190
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	No
Saturday Instruction	No
Sections per Grade	Grade K, Grade 4 – 6: 4 sections Grade 1 – Grade 3: 3 sections
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1-6
Does School Enroll New Students Mid-Year?	No
Number of Applicants for Admission (School Year 2015-16)	767
Number of Students Accepted via the Lottery (School Year 2015-16)	92 (Grade K)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES¹⁰



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

APPENDIX B: ACADEMIC PERFORMANCE

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

GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
Challenge Preparatory Charter School			
Grade 3	31%	26%	51%
Grade 4		33%	24%
Grade 5			23%
DIFFERENCE FROM CSD			
Grade 3	2%	-4%	22%
Grade 4		2%	-6%
Grade 5			-7%

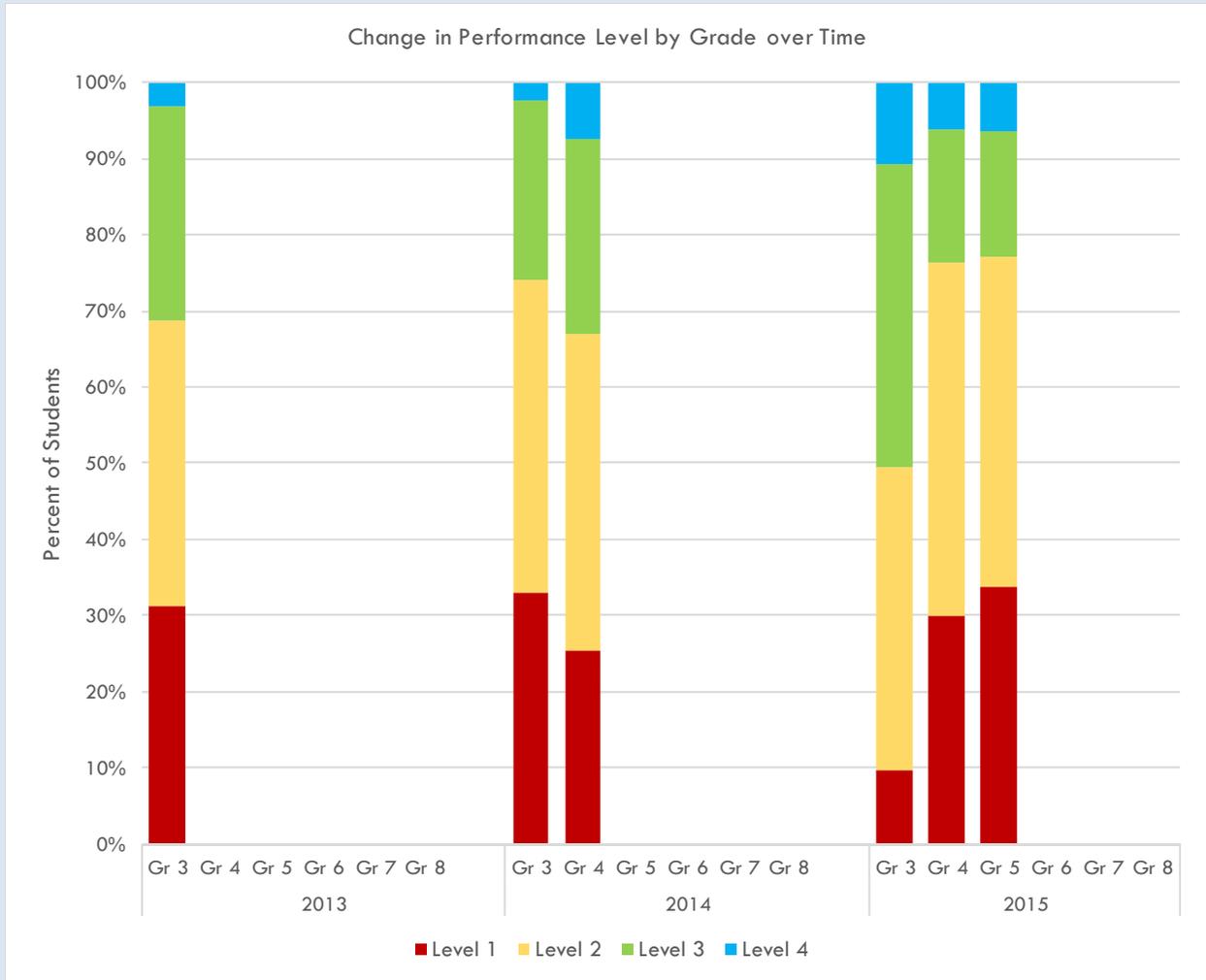
GRADE-LEVEL PROFICIENCY IN MATH

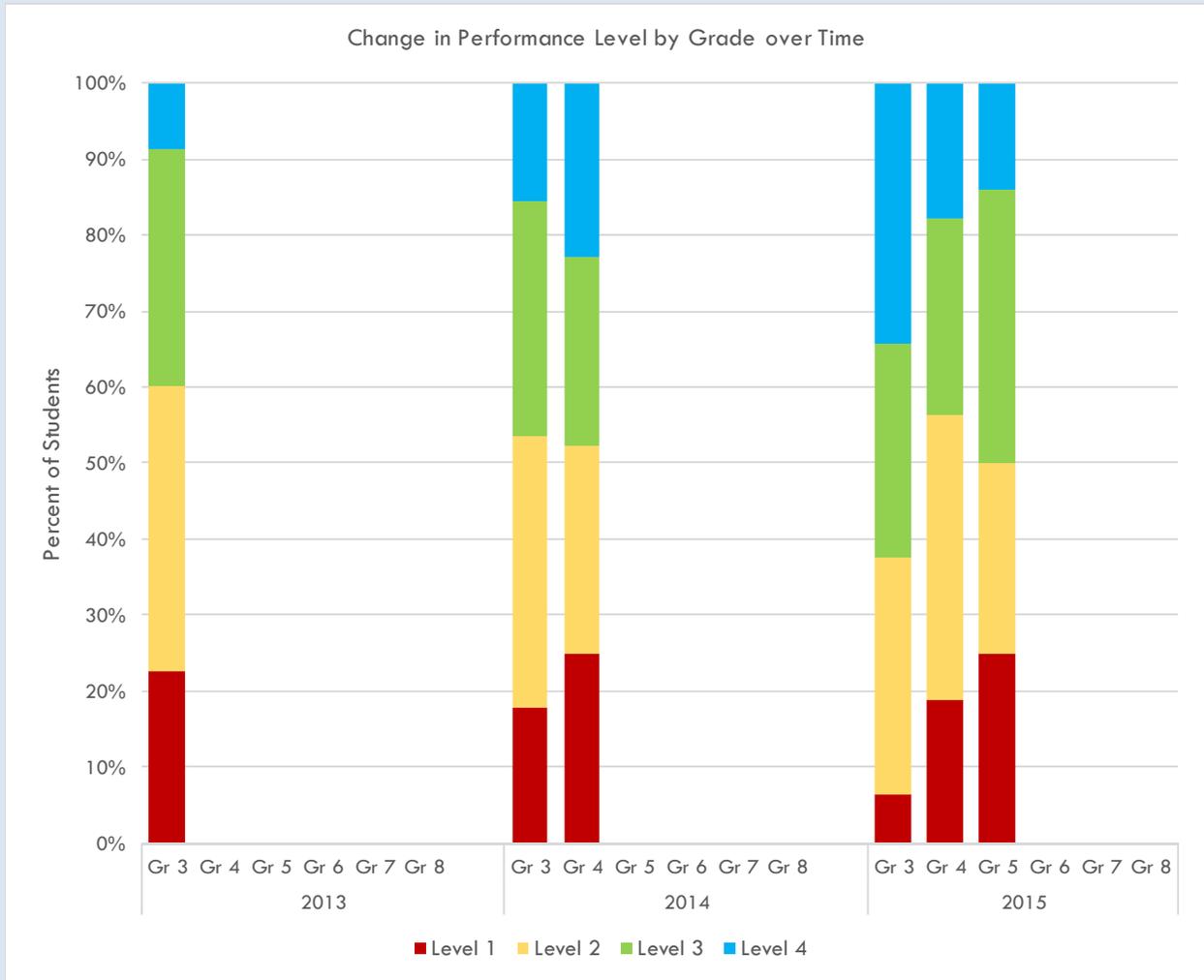
	2012-2013	2013-2014	2014-2015
Challenge Preparatory Charter School			
Grade 3	40%	46%	62%
Grade 4		48%	44%
Grade 5			50%
DIFFERENCE FROM CSD			
Grade 3	8%	8%	25%
Grade 4		6%	2%
Grade 5			10%

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

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

ENGLISH/LANGUAGE ARTS





APPENDIX D: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹¹, the school achieved/met its goals as follows:

- Academic Goals: ¹²
 - 10 of 10 applicable academic charter goals in its most recent year
- Operational Goals:
 - 2 of 2 applicable operational charter goals in its most recent year
- Financial Goals:
 - 3 of 3 applicable financial charter goals in its most recent year

Charter Goals		2014-15
Academic Goals	ELA- Student Performance on DIBELS Next Assessment For the 2014-15 school year, 75% of Kindergarten - fifth grade students who were enrolled at the school on BEDS day will perform at the Benchmark level on the DIBELS assessment.	CPCS met this goal. 85% of scholars in grades Kindergarten -Fifth grade scored at benchmark/proficient. 11% scored below benchmark 4 % scored well below benchmark
	Student Performance Terra Nova (Math and ELA) 1. For the 201-11, through 2014-15 school years, 75% of 1st grade students (all years) 2nd graders (starting in 2011-12) 3rd graders (starting in 2012-13) 4th graders (starting in 2013-13) and 5th graders (starting in 2014-15) who were enrolled at the school on BEDS day for 2 consecutive years, will perform at grade level in Reading on the Terra Nova. 2. For the 2010-11 through 2014-15 school years, 75% of 1st grade	CPCS met this goal. In Kindergarten, 78 scholars were enrolled and 78 scholars were tested. 98.6% were proficient in Language 98.7% were proficient in Reading. 98.0% proficient in Math In first grade, 79 scholars were enrolled and 79 scholars were tested. 94.3% were proficient in Reading. 95. 7% proficient in Math. In second grade, 96- scholars were enrolled and 96 scholars were tested. 98.9% proficient in Reading. 92.6% proficient in Math. In third grade, 96-

¹¹ This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

¹² Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

students (all years), 2nd graders (starting in 2011-12) 3rd graders (starting in 2012-13), 4th graders (starting in 2013-14) and 5th graders (starting in 2014-15) who were enrolled at the School on BEDS day for 2 consecutive years, will perform at grade level in Math on the Terra Nova.

3. For each grade in school years 2011-12 through 2014-15, the cohort of the same students (i.e. students who were enrolled at School on BEDS days for two consecutive years) will reduce by one-half the gap between the average NCE score on the previous year's Terra Nova reading exam (baseline) and an NCE of 50 for the current year's Terra Nova Reading exam by grade 4 For each grade in school years 2011-12 through 2014-15, the cohort of the same students (i.e. students who were enrolled at the School on BEDS day for two consecutive years) will reduce by one-half the gap between the average NCE score on the previous year's Terra Nova math exam (baseline) and an NCE of 50 for the current year's Terra Nova math exam by grade.

Assessments

CPCS will use an ongoing, systematic process for collecting, reviewing and analyzing student assessment data. This data will be used to drive instruction and make programmatic decisions.

scholars were enrolled and 96- scholars were enrolled and 96 scholars were tested. 96.4% proficient in Reading. 92.9% proficient in Math. In fourth grade, 96 scholars were enrolled and 96 were tested. 89.1% proficient in Reading. 85.9% proficient in Math.

CPCS met this goal.

-CPCS created a master schedule that sets aside common planning time for 50 minutes each day.

-12 teachers completed the professional learning communities coach training and received their certification.

-CPCS added a Director of Curriculum to oversee the implementation of the CCLA- She continues to receive ongoing professional development and meets weekly with teachers.

- The School leader collected all lessons on a weekly basis. They were received to ensure accuracy and that they followed the expected format, with clear and measurable objectives tasks aligned with the Common Core Standards

2014-15 Progress toward attainment of

	organizational charter goals. -
<p>Special Education CPCS will retain sufficient on-site certified special education teaching staff to accommodate the planned growth of enrolled special education students. CPCS will work with the CSE to ensure related services are in place for scholars with IEPs. CPCS' RTI's team will meet on a monthly basis</p>	<p>CPCS met this goal. - CPCS retained 6 full-time qualified special education teachers for the 2014-15 school years. -CPCS developed and maintained six ICT classes where ether class consisted of special education and general education students. CPCS retained a full-time licensed Guidance Counselor and Assistant Principal and a part - time Literacy Specialist -CPCS students received Speech/Language and Occupational Therapy Services through these. Physical Therapy sessions were received by RSA.</p>
<p>Special Education and English Language Learners CPCS will include an overview of the school's special education and ELL program at Open Houses, presentations, and publicity materials. CPCS will ensure that all materials are presented in Spanish and other languages when necessary. CPCS will ensure an interpreter is also available.</p>	<p>CPCS met this goal. -CPCS informed parents and community members about our Special Education and ELL programs at all events including our Open Houses. -CPCS updated our website to include information about our teachers, including those with Special Education credentials. CPCS notified all stakeholders about our ICT program and classes on each grade level, as well as our full time ESL instructor. -CPCS provided materials in Spanish and other requested languages. CPCS also had a translator and interpreter available at school events for our hearing impaired families.</p>
<p>Staffing/Staff Qualifications The school will employ quality professionals who are able to differentiate instruction and improve student learning. All staff members will be fully certified or highly qualified.</p>	<p>CPCS met this goal. - 100% of our administrators and teachers are appropriately licensed or deemed highly qualified. -All staff members receive certification assistance and guidance to assist in keeping certification and licensures current -Weekly Leadership Team Meetings were held with PLCs</p>

		- Master Schedule that includes Professional Development /Planning time. Professional Development Plans were archived.
	<p>Professional Development CPCS will have an ongoing professional development process in place to support the implementation of data- driven decision making for instructional improvement. The instructional skills and abilities of the entire staff will continuously improve and expand, especially in the areas of Math, ELA and Technology as documented by the academic achievement of students, the individual evaluations conducted by the school leader and peers.</p>	<p>CPCS met this goal. -CPCS allocates sufficient time for professional development and planning. All staff members have ongoing access to PD 360 -CPCS has a mandatory summer professional development boot camp. All stakeholders are required to attend. -100% of lesson plans were collected and reviewed by the school leader and assistant principals. These plans followed the expected format, with clear and measurable objectives.</p>
	Each year, the School will have an annual average student attendance rate of at least 95%.	CPCS met this goal. CPCA maintained an average attendance rate of 95% for the 2014-15 year.
	Each year, the School will receive a "B" or higher on the Student Progress section of the DOE Progress Report.	CPCS met this goal We received an overall grade of "B"
	Each year, the School will be deemed "In Good Standing" on the NYS Report Card.	CPCS met this goal CPCS was deemed "In Good Standing."
Operational Goals	<p>Evaluation The school conducts systematic evaluations of the data-driven, differentiated instruction process as a basis for expanding successes, correcting shortcomings, and ensuring that goals and objectives are being met.</p>	<p>CPCS met this goal by implementing the following:</p> <ul style="list-style-type: none"> • Implementation of the Danielson tool and Val-Ed observational tool for principals • Peer Observations amongst all staff members • Peer Reviews/PLC's with fully certified coaches • Full use of Performance Plus/Performance Tracker and PD 360. • Data Coach, Two Reading Specialists, Director of Curriculum, Assistant Principal and School Leader • DIBELS Next, Reading 3D, NYS ELA and Math Examination, Terranova, ENGAGENY modules, and school wide assessments. <p>The CPCS leadership met on a regular</p>

		basis as a team and also by having various stakeholder meetings.
	<p>Management</p> <p>The school has structures and processes in place for managing the databased, differentiated instructional process and translating the vision and goals of the school in action.</p>	<p>CPCS met this goal.</p> <ul style="list-style-type: none"> • Daily common planning time • Weekly leadership meetings • Monthly staff meetings and PA meetings • PLC's and Peer Reviews <p>Monthly Board and Board Committee meetings.</p>
Financial Goals	<p>Funding and Sustainability</p> <p>The school has a resource allocation plan and process for obtaining and budgeting funds and resources to support and sustain a data-driven, differentiated instructional process.</p> <ul style="list-style-type: none"> • The school has identified funding streams from state, federal, local sources (e.g. from Title I, Title II, IDEA, and foundation grants) that can be leveraged to support the data-driven differentiated instruction system and build capacity for its implementation. 	<p>CPCS met this goal.</p> <ul style="list-style-type: none"> - The school applied for and received state and federal funding. - The school applied for space allocation funding. - The school gained outside funding for the operation of the school.
	<p>Financial Management</p> <p>An independent public accounting firm will conduct annual audits of CPCS financial practices. The annual audit will result in an "unqualified" management letter/audit opinion.</p> <p>The audited financial statements and audit opinion will be submitted to the NYCDOE and New York State within the required time limits.</p> <p>State guidelines and completed an audit of CPCS's financial records including banking statements as of June 30, 2015 and the student enrollment roster and attrition rate.</p>	<p>CPCS met this goal.</p> <p>CPCS auditors Fruchter, Rosen & Company, P.C. will audit and produce an unqualified management letter. The audited financial statements will be submitted to NYC--DOE and NYSED within the required time limits.</p>
	<p>Student Enrollment Management</p> <p>CPCS will ensure revenue stability by maintaining an annual student attrition rate of less than 10% and by developing a waiting list of students whose parents are interested in enrolling their child whenever an opportunity is made available.</p> <p>CPCS will constantly monitor</p>	<p>CPCS met this goal.</p> <p>CPCS ended the school year with 506 students enrolled.</p>

on an ongoing basis via its enrollment management system that the school is maintaining an annual student attrition rate of less than 10%, and by monitoring its waiting list of students whose parents are interested in enrolling their child.

APPENDIX E: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

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

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- All forms of communication are in English and Spanish, and posted on the school's website.
- Representatives from the school visit and present information about Challenge Prep to daycares and childcare providers.
- In all of their literature, they advertise that they have a full time English Language Learning teacher, ESL teacher, Special Education teachers, ICT classrooms on every grade level and related services.
- The school has a bilingual guidance counselor who is introduced to parents at open house tours.
- The school has hired four staff members who are bilingual.

STUDENTS WITH DISABILITIES (SWD)

- In all of their literature, they advertise that they have a full time English Language Learning teacher, ESL teacher, Special Education teachers, ICT classrooms on every grade level and related services.
- The school has added a full time SETTS provider to accommodate special needs students.

STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- In all of their literature, they advertise that they have a full time English Language Learning teacher, ESL teacher, Special Education teachers, ICT classrooms on every grade level and related services.
- The school provides flyers, pamphlets, and applications to local businesses, such as supermarkets, libraries and after school programs.

APPENDIX F: ADDITIONAL ACCOUNTABILITY DATA

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

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.

APPENDIX G: SCHOOL VISIT NOTES

Two members of the Charter Authorizing Team (CAT) visited the school on March 29, 2016, met with the leadership team, and observed ten classrooms. The school leadership team reported the following priority for the 2016-17 school year.

- Professional development: every teacher will have two 50-minute periods and a half-day of professional development every week. The school is adding half-day and full-day professional development sessions for new initiatives.