



Central Queens Academy Charter School

2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Ashish Kapadia

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INTRODUCTION

Ashish Kapadia, School Director prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Pei Pei Cheng-de Castro	Chair, Executive Committee
Rick Ruvkun	Vice-Chair, Executive Committee
Christine Algozo	Secretary, Executive Committee and Education Accountability Committee
Kristen Gray	Treasurer, Executive Committee, Finance and Audit Committee
Rany Ng	Executive Committee
Grace Chao	Finance and Audit Committee
Eve Goldman	Fundraising Task Force
Année Kim	Finance and Audit Committee, Facility Task Force
Jason Ng	Facility Task Force
Orpheus Williams	Education Accountability Committee

Ashish Kapadia has served as the School Director since 2014 and Suyin So has served as the Executive Director since 2012.

INTRODUCTION

The mission of Central Queens Academy Charter School is to prepare middle school students for success in education, the workforce and the community through a school that integrates literacy, high standards-based academics and culturally responsive supportive services. CQA will lay a foundation for students to be able to graduate and attend the competitive high school of their choice, and to go on and excel in college.

CQA's primary goal is to improve educational opportunities for immigrants, children of immigrants, and English Language Learner students (ELLs), the nation's fastest-growing student population and about 14% of the student population of New York City. CQA is the first public charter school to serve NYC's most overcrowded school district, Community School District 24 (CSD 24), and one of the first charters to focus on ELL student achievement. CQA serves grades 5 through 8 and has sought to add a high school and an elementary school option as well. Our scholars are expected to gain the sound academic foundation and character development needed to graduate, attend the high school of their choice, and go on to succeed in higher education.

CQA is located in Queens, the nation's most multi-ethnic county, and inside Elmhurst, home to the nation's most diverse ZIP code, 11373. In serving Elmhurst, a traditional immigrant gateway community, and the neighboring areas of Corona and Woodside, CQA seeks to recruit and retain our target student population of ELLs, the nation's fastest-growing student population. Our students' preferred home languages reflect our neighborhood's diversity: Spanish, Chinese, Tibetan and Bengali.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12														
2012-13						110								
2013-14						110	105							
2014-15						105	106	95						
2015-16						104	101	102	95					

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

CQA students will become proficient readers and writers of the English language.

BACKGROUND

CQA's ELA curriculum incorporates the Expeditionary Learning-developed curriculum model found on Engageny.org, which is aligned to the Common Core Learning Standards (CCLS). Within these units, there has been an increasing emphasis on students reading grade-level texts with appropriate scaffolds, in order to prepare them for the New York State Exam. ELA instruction takes place for 2 hours per day (2 consecutive periods) by one ELA teacher, sometimes with the assistance of an ESL or Special Education Teacher for push-in support. In addition to the performance tasks, students took unit exams, Ready Benchmark exams and other internally developed assessment tools. Professional Development was provided for the ELA faculty and all other teachers in the form of coaching, external PD's, and internal PD's on school-wide literacy practices.

Our literacy practices program is also a central part of our ELA program. In the 2015-2016 school year, students received small group instruction based on their reading levels in accordance with Fountas and Pinnell Benchmark Assessment System (F&P) and the Scholastic Reading Inventory (SRI). The frequent assessments allow for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA's annual reading growth goals. Instructional leaders provided extensive professional development on topics such as close reading and paragraph writing.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 5 through 8 grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested

ENGLISH LANGUAGE ARTS

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5	103	0	0	0	1	104
6	99	0	0	0	2*	101
7	102	0	0	0	0	102
8	94	0	0	0	1	95
All	398	0	0	0	4	402

*invalidated for talking

RESULTS

Sixty-six percent of students in their second year at CQA were proficient on the 2016 NYS ELA Exam.

Performance on 2015-16 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	47	103	0	2
6	57	99	60	93
7	64	102	65	95
8	73	94	73	90
All	60	398	66	280

EVALUATION

CQA did not meet this measure. It fell just 9% short of this measure.

ADDITIONAL EVIDENCE

CQA's performance on the 2016 NYS ELA Exam was higher than its performance in every previous year for each grade level it serves.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

ENGLISH LANGUAGE ARTS

5			0	3	0	2
6	32	103	55	99	60	93
7			55	89	65	95
8					73	90
All	32	103	55	191	66	280

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

CQA's PLI value based on the 2016 NYS ELA Exam is 141.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
398	10	39	30	21

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 39 & + & 30 & + & 21 & = & 90 \\
 & & & & 30 & + & 21 & = & 51 \\
 & & & & & & \text{PLI} & = & 141
 \end{array}$$

EVALUATION

CQA exceeded the AMO by 34 since its PLI is 141.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS

Sixty-six percent of CQA students in at least their second year at CQA were proficient on the 2016 NYS ELA Exam. In NYC Community District #24, 39% were proficient on the same exams.

2015-16 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	0	2	36	4634
6	60	93	37	4125
7	65	95	39	4096
8	73	90	44	4055
All	66	280	39	16910

EVALUATION

CQA met this measure as its students in at least their second year at CQA exceeded District 24's performance by 25%.

ADDITIONAL EVIDENCE

CQA also exceeded New York City, New York State, New York City Charter Schools and all Queens Charter Schools on the 2016 NYS ELA Exam for each grade that CQA serves and the chart below partially shows.

Proficiency Percentages on the 2016 NYS ELA Exam

	CQA	D24	NYC	NYS
Grade 5	47	36	34	34
Grade 6	57	37	35	34
Grade 7	64	39	36	36
Grade 8	73	44	41	41

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5			0	32	0	36
6	32	30	55	31	60	37
7			55	32	65	39
8					73	44
All	32	30	55	32	66	39

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

The 2014-2015 results of the NYS ELA Exam show that CQA was able to achieve an effect size significantly greater than 0.3 in each grade level it served.

2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		

ENGLISH LANGUAGE ARTS

3						
4						
5	90.5	104	38	14.8	23.2	1.96
6	87.7	100	55	16.4	38.6	3.18
7	87.4	95	43	14.0	29	2.55
8						
All	88.6	299	45.2	15.1	30.1	2.55

School's Overall Comparative Performance:

Higher Than Expected to a Large Degree

EVALUATION

The school met and exceeded this measure.

ADDITIONAL EVIDENCE

CQA met and exceeded this measure during the 2013-14 school year and the 2014-2015 school year. It will do so again for the 2015-2016 school year, demonstrating a clear trend over three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	5	83.5	103	21.8	19.8	0.18
2013-14	5-6	86.0	191	34.3	17.2	1.35
2014-15	5-7	88.6	299	45.2	15.1	2.55

Goal 1: Growth Measure⁴

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

ENGLISH LANGUAGE ARTS

percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁵

RESULTS

CQA's mean growth percentile for the 2014-2015 school year was 66.9

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	62.1	50.0
6	73.9	50.0
7	64.7	50.0
8		50.0
All	66.9	50.0

EVALUATION

CQA met this measure during the 2014-2015 school year as it exceeded the percentile by 16.9.

ADDITIONAL EVIDENCE

CQA has met this measure every year and will do so again for the 2015-2016 school year.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4				50.0
5	54.1	57.7		50.0
6		57.5		50.0
7				50.0
8				50.0
All	54.1	57.6		50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

CQA has met four of the five ELA measures within its overarching goal. In addition to exceeding District 24, New York City, New York State, NYC Charters, and all Queens Charters on ELA proficiency in 2016 for the third consecutive year, all CQA 8th graders who entered CQA as English

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

ENGLISH LANGUAGE ARTS

Language Learners had placed out of that distinction by passing the NYSESLAT at some point in their middle school career. There were no students classified as English Language Learners in 8th grade during the 2015-2016 school year and there were only 4 such students remaining in grade 7 during this school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

ACTION PLAN

CQA will continue to work on making improvements in the quality of instruction and in student outcomes based on that. In addition to improving the lesson plans in the second year of implementing the Expeditionary Learning curriculum, CQA will dedicate an instructional coach to several of its teachers and create a schoolwide goal for the 2016-2017 school year to improving the quality of short and extended response writing. CQA will also hire an apprentice teacher for 7th grade ELA as it is such a pivotal grade level. The school will move its 6th grade ICT teacher for English to 7th grade to hopefully build on the 2015-2016 19% improvement in proficiency. In grade 5, CQA will better align instruction in Interdisciplinary Studies to support students' learning of ELA. Finally, CQA intends to have a larger amount of non-fiction reading through primary source documents and document-based writing in social studies to promote literacy standards that support ELA.

MATHEMATICS

Goal 2: Mathematics

CQA students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

CQA incorporates a math curriculum that intentionally utilizes Singapore Math in grade 5 in order to remediate, teach the 5th grade content and skills, and develop a number sense that will help students in the subsequent years of middle school. CQA then uses the Expeditionary Learning curriculum for math in grades 6, 7, & 8 that is found at Engageny.org. Interim assessments or benchmark exams are a combination of questions from past state exams, Ready questions, and internally created questions to help collect data on student mastery of standards and skills.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 5 through 8 grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5	103	0	0	0	1	103
6	101	0	0	0	0	101
7	102	0	0	0	0	102
8	93	0	0	0	2	95
All	399	0	0	0	3	401

⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

MATHEMATICS

RESULTS

Sixty-four percent of CQA students in at least their second year at CQA were proficient on the 2016 NYS Math Exam.

Performance on 2015-16 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	51	103	0	2
6	67	101	69	94
7	69	102	69	95
8	54	93	54	90
All	60	399	64	281

EVALUATION

The school did not meet this measure. It was just 11% away from meeting the 75% mark.

ADDITIONAL EVIDENCE

CQA has been very consistent in its math performance over the last three years for students in at least their second year at the school. It has been close to the 75% threshold each of the last three years.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5			0	3	0	2
6	64	103	76	99	69	94
7			52	89	69	95
8					54	90
All	64	103	65	191	64	281

MATHEMATICS

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

CQA's PLI for the 2016 NYS Math Exam is 150.

Mathematics 2015-16 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
399	10	30	30	30
PI = 30 + 30 + 30 = 90				
30 + 30 = 60				
PLI = 150				

EVALUATION

CQA met and exceeded this measure with a PLI of 150, 49 above the AMO of 101.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

MATHEMATICS

RESULTS

Sixty-four percent of CQA students in at least their second year were proficient on the 2016 NYS Math Exam while 39% of students in NYC Community School District #24 were proficient on the same exam in the same overall grades.

2015-16 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	0	2	42	4736
6	69	94	41	4209
7	69	95	40	4182
8	54	90	31	3426
All	64	281	39	16553

EVALUATION

CQA met this measure by exceeding District #24 by 25%.

ADDITIONAL EVIDENCE

For the fourth consecutive year, CQA has outperformed District #24, New York City and New York State on the NYS Math Exam as seen in the chart below. Further, CQA outperformed NYC Charter Schools and all Queens charter schools in mathematics.

Proficiency Percentages on the 2016 NYS Math Exam

	CQA	D24	NYC	NYS
Grade 5	51	42	38	40
Grade 6	67	41	37	40
Grade 7	69	40	34	36
Grade 8	54	31	25	24

CQA has met this measure in every year as evidenced by the chart below.

Mathematics Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						

MATHEMATICS

4						
5			0	47	0	42
6	64	38	76	39	69	41
7			52	31	69	40
8					54	31
All	64	38	65	39	64	39

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

For the 2014-2015 school year, CQA's overall effect size was 2.52.

2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	90.5	104	63	23.8	39.2	2.23
6	87.7	100	75	21.6	53.4	3.16
7	87.4	95	52	16.9	35.1	2.16
8						
All	88.4	299	63.5	20.9	42.6	2.52

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

CQA met this measure and exceeded the effect size by 2.22.

ADDITIONAL EVIDENCE

CQA has met this measure and exceeded it significantly every year. It will do so again for the 2015-2016 school year.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	5	83.5	110	43.6	20.1	1.55
2013-14	5-6	86	213	67.1	25.0	2.23
2014-15	5-7	88.4	299	63.2	20.9	2.52

Goal 2: Growth Measure⁹

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.¹⁰

For the 2014-2015 school year, CQA's mean growth percentile was 64.9.

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

MATHEMATICS

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	70.5	50.0
6	70.9	50.0
7	52.6	50.0
8		50.0
All	64.9	50.0

EVALUATION

CQA met this measure. It exceeded the statewide median percentile by 14.9.

ADDITIONAL EVIDENCE

CQA has met and exceeded this measure for every year of its existence. It will do so again for the 2015-2016 school year.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4				50.0
5	65.0	74.3	70.5	50.0
6		66.4	70.9	50.0
7			52.6	50.0
8				50.0
All	65.0	70.5	64.9	50.0

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the	Achieved

MATHEMATICS

	local school district.	
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

ACTION PLAN

CQA will continue to look to improve the quality of teaching and learning. This includes conducting an item analysis of the standards measured on the NYS Math Exam, identifying areas of improvement and modifying instruction to help support students. For example, in 5th grade math, one area of instructional improvement will take place within operations and algebraic thinking. CQA intends to hire an additional math teacher to support students in grade 5 for they have the foundations necessary for success in subsequent grade levels.

SCIENCE

Goal 3: Science

CQA students will use technology, scientific concepts, principles and theories to conduct and analyze investigations.

BACKGROUND

CQA's science curriculum is a combination of teacher-created units of instruction with the incorporation of IQWST curricula created by Sangari for life science, chemistry, physics, and earth science. This curriculum places a heavy emphasis on discovery lessons that are student-centered and inquiry-based as they incorporate lab activities and experimentation. The IQWST curriculum is meant for grades 6-8 but are incorporated at CQA one grade early, respectively so that students in 8th grade can take Earth Science, a high school course ending in the NYS Regents Exam.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

METHOD

The school did not administer the New York State Testing Program science assessment to students in 8th grade in spring 2016. The school instead administered the NYS Regents Exam for Physical Science/Earth Science in June 2016. It converted each student's raw score on the lab section and from the test booklet into the scaled score issued by NYSED. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency, which is 65%. This was the school's first administration of any NYS science exam.

RESULTS

85% of 8th grade students at CQA passed the Earth Science Regents Exam and 88% of CQA scholars in at least their second year passed that exam in June 2016.

Charter School Performance on 2015-16 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	88	90	67	2580**
All	88	90	67	

**Approximate number for 2015 as it is the most recent available data

SCIENCE

EVALUATION

CQA met this measure for the Earth Science Regents Exam, a high school level exam. It exceeded the 75% mark by 13%.

ADDITIONAL EVIDENCE

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

RESULTS

Eighty-eight percent of CQA students in at least their second year passed the NYS Earth Science Regents Exam in June 2016 while 67% passed the June 2015 Earth Science Regents Exam.

2015-16 State Earth Science Regents Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	88	90	67	2600**
All	88	90	67	

EVALUATION

Based on the data available, CQA has met and exceeded this measure by 21%.

SUMMARY OF THE SCIENCE GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved

SCIENCE

Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
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ACTION PLAN

Similar to the data for math, CQA will conduct an item analysis of the NYS Regents Exam in order to determine best teaching practices and what items should be taught differently. Further, CQA intends to create a new science curriculum internally for grades 5, 6, & 7 so it better meets the skill levels of the students in those grade levels. This is especially the case because the IQWST curriculum is quite time-consuming to set up daily and challenging to teach to students below the grade level intended.

NCLB

Goal 4: NCLB

CQA will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

CQA is in Good Standing as it has made Adequate Yearly Progress.

EVALUATION

CQA has met this measure.

ADDITIONAL EVIDENCE

CQA has always been in Good Standing and will maintain that designation for the 2016-2017 school year.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing