

**THE SUNY CHARTER SCHOOLS
INSTITUTE**

*RENEWAL RECOMMENDATION REPORT
CENTRAL QUEENS ACADEMY
CHARTER SCHOOL*

Report Date: January 6, 2022

Review Date: September 23, 2021

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Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

75-01 31st Avenue Queens, New York | Grades: K-1 | Community School District 30
55-30 Junction Boulevard, Queens, New York | Grades: 5-6 | Community School District 24
88-24 Myrtle Avenue, Queens, New York | Grades: 7-8 | Community School District 24

The Trustees of the State University of New York (the “SUNY Trustees”) approved the original charter for Central Queens Academy Charter School (“Central Queens”) on June 15, 2011. The charter opened its doors in fall 2012, serving 110 students in 5th grade.



MISSION

The mission of the Central Queens Academy Charter School is to prepare 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.

CURRENT CHARTER

Serves: Kindergarten – 1st,
5th–8th

Chartered Enrollment:
510

Charter Expiration:
July 31, 2022

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment:
900

Charter Expiration:
July 31, 2027

KEY DESIGN ELEMENTS

Focus on literacy;



Rigorous standards based academics and frequent assessments to foster growth;



Focus on teacher development;



More time on task, longer school day, and longer school year;



Emphasis on social and emotional support to teach character and community; and,



Culturally responsive education, enrichment, and supportive services.



CHARTER SCHOOL BACKGROUND



NOTEWORTHY

Central Queens establishes a strong sense of community among students. After graduating 8th grade, the charter maintains communication with alumni and has a program that brings graduates of Central Queens back to tutor current students. The charter's strong community ties allowed Central Queens to seamlessly connect families with local non-profit organizations to support with food distribution and other necessities during the COVID-19 pandemic.

SUMMARY OF COVID-19 RESPONSE

Central Queens used a variety of remote and hybrid learning strategies to support students during the facility shutdown related to the COVID-19 pandemic. The charter distributed laptops and internet connectivity devices to ensure that all families had access to the academic program. Teachers implemented a mix of synchronous and asynchronous learning activities and provided students with five and a half hours of synchronous learning each day. As part of its asynchronous learning program, teachers recorded videos with literacy skills and tips on how to read and further develop students' reading skills. The charter initiated a hybrid learning program during the 2020-21 school year to ensure that students had the opportunity to learn both remotely and in person. In addition to transitioning the curricular program to a remote environment, teachers built in additional office hours time to provide supplemental support to students. The charter also supported families with general needs and distributed over 15,000 meals from a food pantry over the course of the 2020-21 school year.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Full-Term Renewal *The Charter Schools Institute (the “Institute”) recommends that the SUNY Trustees’ Charter School Committee approve the Application for Charter Renewal of Central Queens Academy Charter School for a period of five years with authority to provide instruction to students in Kindergarten – 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 900 students. The Institute makes this recommendation as Central Queens Academy Charter School meets the requirements for a Subsequent Full-Term Renewal set forth in the Policies for Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).¹*



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

REQUIRED FINDINGS

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

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

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

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

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

FINDINGS & INFORMATION

Is the charter an academic success?

Central Queens is an academic success. The charter met all of its key Accountability Plan goals in each year of the current charter term in which state test data are available. The charter continues to demonstrate success during the COVID-19 pandemic with high achievement on nationally normed assessments.

Is the charter an effective, viable organization?

Central Queens is an effective, viable organization. The board seamlessly transitioned the executive director position in the middle of the pandemic. The charter has clear supports in place for instructional leaders to ensure a smooth operation of the educational program.

Is the charter fiscally sound?

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

If the SUNY Trustees renew the education corporation's authority to operate the charter, are its plans for the charter reasonable, feasible, and achievable?

Central Queens' plans for the charter are reasonable, feasible, and achievable. The charter will continue growing its elementary program, and the board is seeking to add more members with experience in fundraising, elementary charter instruction, and public relations.

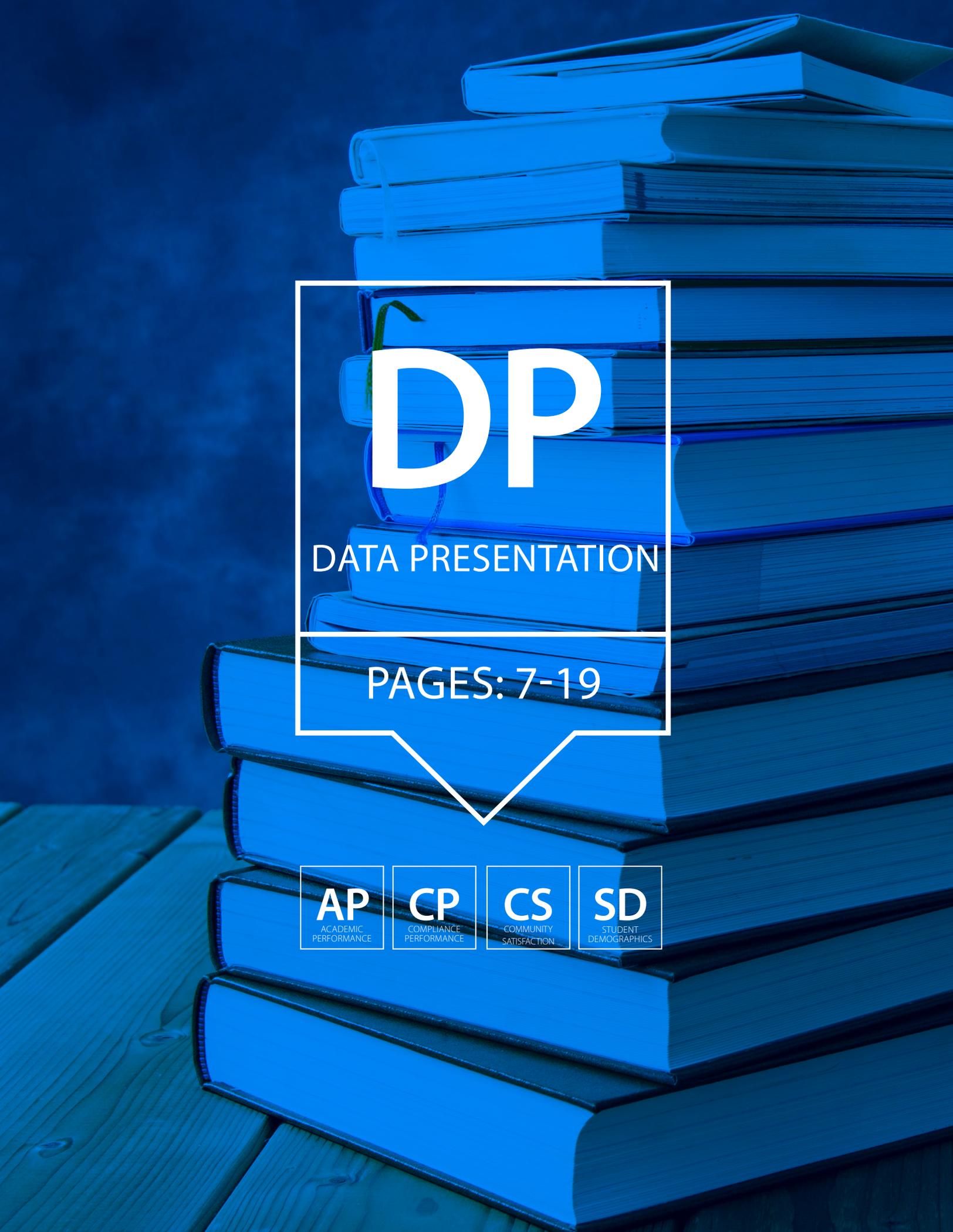
EXECUTIVE SUMMARY

Central Queens has a robust leadership structure to support teachers. In addition to a principal at both the elementary and middle school programs, the executive director provides direct support to ensure that leaders receive high quality professional development that supports the development of each teacher. Teachers effectively utilize a variety of strategies to support student learning. Crucial to this year, the charter has developed a clear plan to support learning and mitigate any accumulated learning losses due to remote and hybrid learning programs.

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

The Institute recommends that the SUNY Trustees grant Central Queens Academy Charter School a full term subsequent renewal of five years.





DP

DATA PRESENTATION

PAGES: 7-19

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

STUDENT
DEMOGRAPHICS

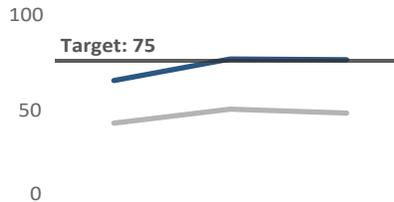


ACADEMIC PERFORMANCE

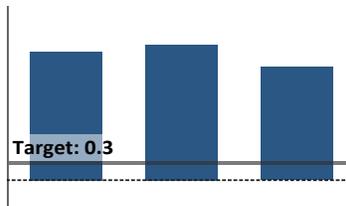
CENTRAL QUEENS ACADEMY CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

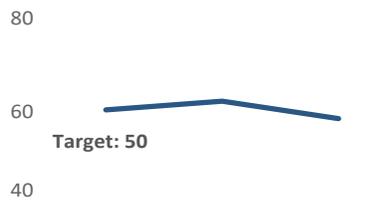
District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to **the district**.



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



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



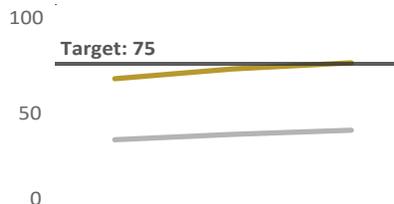
Test Year	Comp Grades	District %	Charter %
2017	6-8	43	65
2018	6-8	50	76
2019	6-8	48	76

Test Year	Test Grades	Effect Size
2017	5-8	2.21
2018	5-8	2.34
2019	5-8	1.94

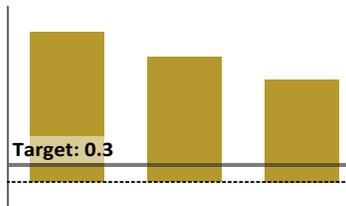
Test Year	Charter Mean Growth
2017	60.3
2018	62.2
2019	58.4

MATHEMATICS ACCOUNTABILITY PLAN GOAL

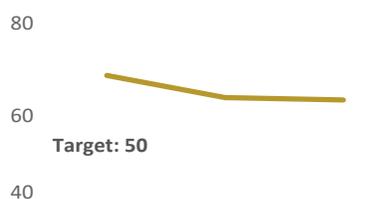
District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to **the district**.



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



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



Test Year	Comp Grades	District %	Charter %
2017	6-8	37	68
2018	6-8	40	73
2019	6-8	42	76

Test Year	Test Grades	Effect Size
2017	5-8	2.57
2018	5-8	2.13
2019	5-8	1.76

Test Year	Charter Mean Growth
2017	68.7
2018	63.9
2019	63.3

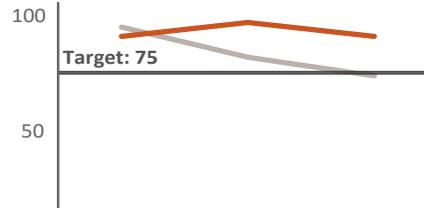


ACADEMIC PERFORMANCE

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure.
The percentage of students at **the charter** in at least their second year performing at or above proficiency in science will exceed **the district**.



Test Year	District %	Charter %
2017	95	91
2018	82	97
2019	74	91

BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - STAR, IXL*

Measure	Subgroup	Tested	Results
Growth	All students	399	60%
Equity 1	English Language Learners	50	11%
Equity 2	Students with disabilities	36	15%
Absolute	All students	399	53%

Measure	Subgroup	Tested	Results
Growth	All students	399	70%
Equity 1	English Language Learners	50	53%
Equity 2	Students with disabilities	36	61%
Absolute	All students	399	79%

SPECIAL POPULATIONS PERFORMANCE**

	2017	2018	2019
Students with Disabilities Enrollment	45	39	38
Tested on State Exam	44	36	37
Charter Percent Proficient on ELA Exam	20.5	41.7	35.1
District Percent Proficient	7.8	12.8	11.8
ELL Enrollment	38	37	38
Tested on NYSESLAT Exam	31	35	38
Charter Percent 'Commanding' or Making Progress	9.7	48.6	47.4

* For description of internal assessments, see section 1A.

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

ACADEMIC PERFORMANCE



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

During its five year subsequent charter term, Central Queens met its key academic Accountability Plan goals of English language arts (“ELA”) and mathematics. Notably in 2018-19, the charter exceeded the targets for all measures in both subject areas. In 2020-21, the charter administered the STAR and IXL assessments to measure student growth and achievement in the absence of credible state exam results. Central Queens also met its science and NCLB/ESSA goals over the term.

From 2016-17 to 2018-19, the charter posted strong results in ELA and mathematics. The charter’s students enrolled in at least their second year posted proficiency rates exceeding the district’s performance by at least 22 percentage points each year in both subjects. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, Central Queens performed higher than expected to a large degree each year. The charter also posted mean growth percentiles in both subjects that surpassed the target of 50 every year. Notably in 2018-19, the most recent year with available state exam results, Central Queens outperformed 87% of all public schools statewide in ELA and 85% of all public schools in mathematics. The charter administered a Regents science exam to students in 8th grade over the term and posted high passing rates in each year.

In the absence of state exam data suitable for analysis in 2020-21, Central Queens used the STAR and IXL assessments to measure student achievement and growth in 5th – 8th grades. That year, 60% of all tested students made at least one year’s worth of growth in ELA and 70% made at least one year’s worth of growth in mathematics. Further, 53% of all tested students met or exceeded their grade level equivalency in ELA by the end of the year assessment. In mathematics, 79% of students met or exceeded the target. The charter also disaggregates the achievement of students with disabilities and ELLs to monitor performance relative to their general education peers. In 2020-21, over half of all tested students in both at-risk subgroups met or exceeded their grade level equivalency in mathematics.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

Central Queens implements a comprehensive assessment system that improves instructional effectiveness and student learning. The charter administers a variety of valid and reliable assessments to measure student progress and achievement. Since COVID-19, the charter has shifted away from Fountas and Pinnell to STAR benchmark assessments to measure student reading levels. Central Queens also utilizes IXL, an online resource that creates personalized learning experiences for students, to monitor progress in ELA. The charter administers diagnostics aligned to state standards, as well as daily, informal checks for understanding. Leaders identify a specific purpose for the use of each assessment. Teachers and leaders regularly analyze data at weekly grade level team meetings. As a result, teachers make data driven decisions and timely adjustments to programming and types of interventions and classroom instruction, such as reteaching and creating small groups focused on personalized student needs. Teachers also note that while they review specific data related to tiers of intervention, the charter constantly reevaluates its practices to enhance data collection and the monitoring of intervention effectiveness like asking, “What can students do better?” and tweaking practices based on students at a more personalized level. Further, in the absence of state tests due to COVID-19, teachers and leaders highlight the charter’s end-of-year recap process where teachers package up and provide student data and information for teachers in the next grade so there is cohesion between grade levels.

CURRICULUM

Central Queens’ curricular program supports teachers in instructional planning. To support literacy skills, the charter offers students three hours and two hours of ELA instruction at the elementary and middle school programs, respectively, in order to provide students with a strong foundation of literacy skills. Central Queens utilizes a balanced literacy approach with resources from the Teachers College Reading and Writing Project and Expeditionary Learning (“EL”) for the elementary ELA program. At the middle school program, teachers utilize EL for ELA. For mathematics, the charter builds conceptual learning and understanding through the use of Cognitively Guided Instruction (“CGI”) and Context for Learning for the elementary program and Singapore Math and Eureka Math in the middle school program. Ultimately, student achievement results reflect the effectiveness of these programs. To support with language development, each content area infuses deep vocabulary learning for students. In addition to the core content areas, Central Queens developed an interdisciplinary studies (“IDS”) block that incorporates multiple content areas with real world experiences. IDS provides students with a unique learning opportunity, and teachers support student learning by making clear connections and adding real life experiences to the core subject areas. During grade level and content meetings, teachers review and analyze upcoming curricular documents to ensure a clear purpose and drive for learning.

ACADEMIC PERFORMANCE

PEDAGOGY

High quality instruction is evident throughout Central Queens. Teachers have a clear lesson structure in place that includes a do now, introduction to new material, and independent work time. In CGI lessons, teachers pose a mathematical story problem and allow students to grapple with strategies to figure out how to solve each problem, then students share their strategies with the entire class to learn from one another. Most teachers pose rigorous questions to students and gain a clear understanding of student mastery. Leaders recognize that although teachers are crafting effective higher order thinking questions, teachers could use learning time to increase the rigor of lessons through discussion or digging deeper into a topic or subject. During independent work times, teachers actively circulate the classroom to monitor student understanding and conference with students to ensure they understand the concepts. During lessons, teachers utilize a wide range of strategies to differentiate and support student learning including the use of small group instruction. With a small groups approach, teachers strategically group students and then work on specific concepts and skills based on student needs. Overall, classrooms demonstrate a clear focus on academics.

INSTRUCTIONAL LEADERSHIP

Central Queens has strong instructional leadership, which consists of the executive director, principals, assistant principals, guidance counselors, deans, and coaches. The charter's approach to coaching sets a strong infrastructure for teacher support and development toward instructional effectiveness. Instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels. Teachers write and submit both scope and sequences and lesson plans well in advance and iterate with coaches before teaching a lesson. In the event a cohort needs to shift to remote learning for a period of time, lesson plans are optimized for reasonable student screen time and high leverage instructional activities students can virtually engage in until they return to in-person learning. Instructional leaders implement a comprehensive professional development program that develops the competencies and skills of all teachers. Central Queens coaches place a strong emphasis on their roles in supporting teacher growth and development ahead of their roles as evaluators. Coaching is seen as a partnership opportunity where teachers receive support in leveraging their strengths while growing in their weaknesses. Friday afternoon professional development is a key element of the Central Queens teacher cultivation system. Instructional leaders facilitate this time as a space for teachers to work together in designing lessons, sharing practices, and making necessary changes to lesson/unit plans in response to student academic and social emotional needs.

AT RISK PROGRAM

Central Queens meets the educational needs of at-risk students. The charter implements a clear process for identifying at-risk students including students with disabilities, ELLs, and students struggling academically. The charter administers the New York State Identification Test for English Language Learners ("NYSITELL") to its eligible incoming Kindergarten students and new students. Leaders spend time observing small groups and one-to-one interactions to get to know individual students. In addition to leaders identifying students struggling academically, teachers refer students of concern to the charter's Response to Intervention ("RTI")

ACADEMIC PERFORMANCE

process based on classroom observations and formative data. Through scholar talk sessions, teachers meet with leaders to discuss strategies to support and monitor student growth and progress. Leaders similarly shared that the charter builds in opportunities within schedules not only for teachers to collaborate and talk about students and their progress together, but also for teachers to meet and work with students during office hours and interventions.

The charter implements a variety of targeted and intentional intervention programs to address the needs of at-risk students. The charter has an Integrated Co-Teaching (“ICT”) model, allowing for regular differentiated small group instruction to support all students, and provides special education teacher support services (“SETSS”). Leaders and teachers utilize the charter’s 10 key strategies that focus on daily flexible small group instruction and a concerted investment in relationships, for example. Further, the charter implements an IDS block, which leaders schedule strategically so at-risk students do not miss content learning and continue to receive mandated services. The charter provides a wide range of interventions including targeted literacy interventions for ELLs, and grade level reading and mathematics support that integrates study skills, writing, and organizational support. Leaders facilitate high levels of collaboration within at-risk programs. The charter includes counselors in every aspect of collaboration, and this helps support the mental health and social emotional learning of students. Counselors also develop and support the implementation and execution of social emotional learning lessons as well as provide individual and group counseling. Teachers and leaders value genuine collaboration between staff members, emphasizing a personalized approach that best supports students.

ORGANIZATIONAL CAPACITY

Central Queens has established an administrative structure with staff, operational systems, policies, and procedures that allow the charter to carry out its academic program. Operations team members, in partnership with the instructional leadership team, ensure systems are in place allowing sufficient resources to support student intellectual engagement. Central Queens has a clearly defined organizational chart that articulates roles, responsibilities, and interdependencies as all staff members work toward strong retention of quality staff and student enrollment. The charter’s student recruitment strategies, have been effective in filling their chartered seats while the charter’s leaders have plans for recruiting more students across the charter despite the difficulties with recruitment and hosting in-person events due to COVID-19. The charter has very few student discipline incidents for which they credit clear and consistent pre-preemptive measures that respond to student needs before escalation. The charter’s core values, community, and achievement through academics, are ubiquitous across the charter and serve as the bedrock for student interactions and nurturing campus culture. In the next charter term, if renewed, Central Queens sites will move into one building. Leaders, at the time of the visit, were working to develop the operational, instructional, and cultural systems that will undergird a strong program at a future single site.

ACADEMIC PERFORMANCE

BOARD OVERSIGHT & GOVERNANCE

The Central Queens board works effectively to achieve the charter’s Accountability Plan goals. Over the current charter term, the board expanded its membership and recruited new members. The board reflects on its composition regarding background skills and expertise and thoughtfully plans how to recruit individuals with specific experience. For example, in the next charter term, if renewed, the board plans to add members with public relations, fundraising, and elementary charter experience. The board evolved its practices over the charter term to utilize committees effectively. Board members meet in committees outside of the full board meeting, then report back information to the whole board during meetings. The board provides clear oversight and guidance to charter leaders. During board meetings, charter leaders present the most relevant data and information to help inform policy decisions. The board appreciates how leaders incorporate student family voice into the decision making process. During the COVID-19 pandemic, the board was unable to meet for in person retreats and other activities and is prioritizing some of these actions for this school year. For example, the board recognizes a need to update its strategic plan and conduct a self evaluation. The board accomplished much over the current charter term including launching its elementary program; applying for an additional charter, which the SUNY Trustees approved, but could not open due to the cap on charters in New York City; and, expanding its board from seven members to 21.

COMPLIANCE REPORTING



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

The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter. During the current charter term the education corporation demonstrates a clear record of compliance with the terms of its charter.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

Annual Reports

Although Central Queens properly submitted its annual reports to the Institute and the New York State Education Department (“NYSED”) by the deadline, the education corporation has not posted recent annual reports on its website in accordance with the Act. The Institute will follow up with the charter to update the website prior to the next charter term.

Teacher Certification

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

Central Queens is in compliance with the allowable limit of the number of uncertified teachers. However, one of the uncertified teachers does not meet the exceptions outlined in the Act. The Institute is working with the charter to come into compliance.

COMMUNITY SATISFACTION

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

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY & COMMUNITY TIES	TRUST
84%	95%	97%	92%	98%

Parent Survey Data

The Institute compiled data from the New York City Department of Education (“NYCDOE”) annual family survey from the 2019-20 school year for Central Queens. The NYCDOE and the Institute note that survey participation was much lower than previous years due to the ongoing COVID-19 pandemic. The Institute also recognizes that in addition to the NYCDOE survey, schools had multiple touch points and methods of gathering feedback from families regarding the quality of hybrid programming as well as understanding families’ health and safety concerns. In 2019-20, 84% of families who received the NYCDOE survey responded. Of the families who responded, 95% expressed satisfaction with the charter.

Parent Focus Group

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The Institute met with 16 Central Queens families during the renewal visit. Families expressed high levels of satisfaction with the charter program and specifically highlighted the program as an effective transition for immigrant families. Families with students identified as ELLs spoke highly of the charter’s program for developing their children’s language skills and confidence levels. Families also appreciated the efforts the charter makes to support with the transition to high school programs.

Public Comments

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

COMMUNITY SATISFACTION

The NYCDOE held its required hearing on Central Queens' renewal application on October 20, 2021 by videoconference. One person spoke in support of the application. The school leader spoke about the charter's academic success of its roughly 500 students and the recent opening of the elementary program. No one spoke in opposition.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 93% of Central Queens students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

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

STUDENT DEMOGRAPHICS

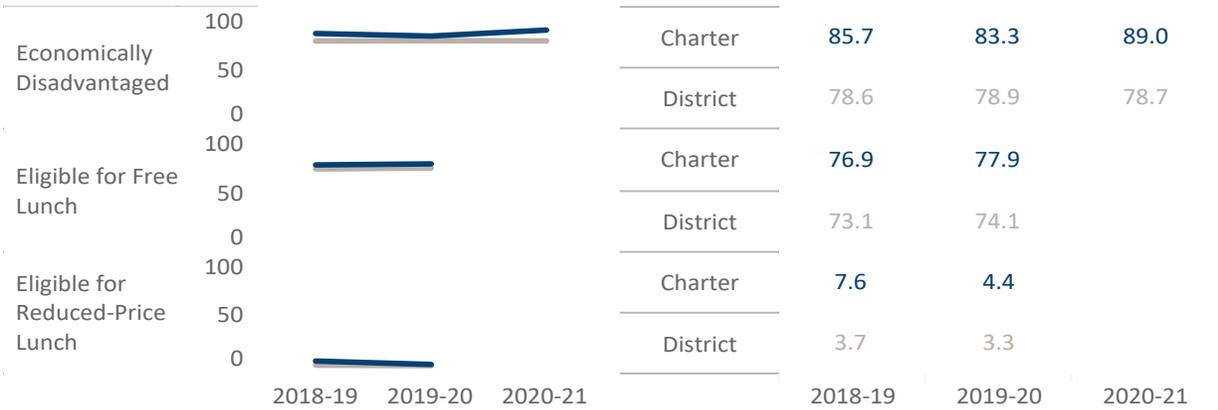
Central Queens Academy Charter School

Queens CSD 24

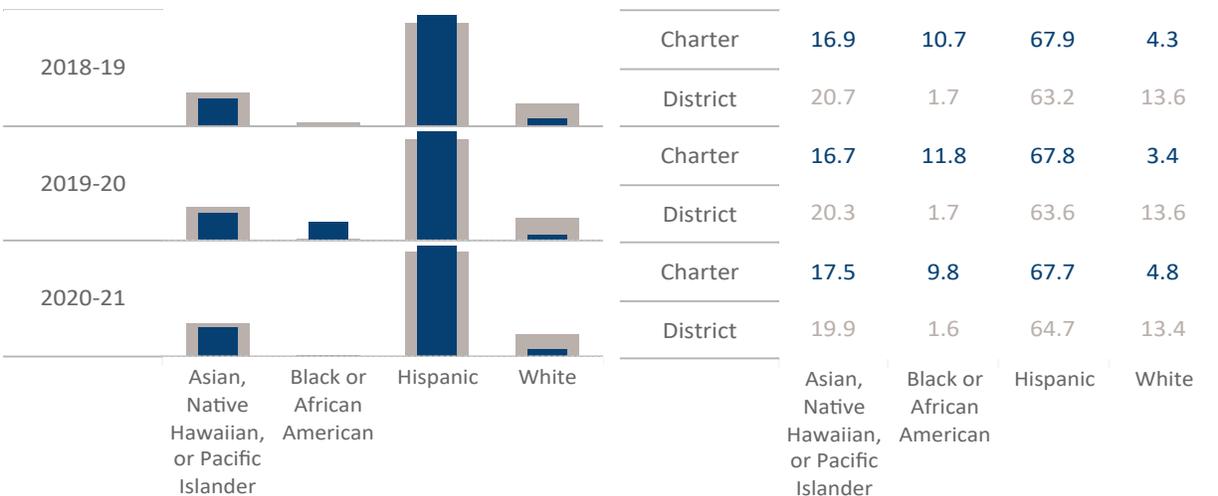
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity



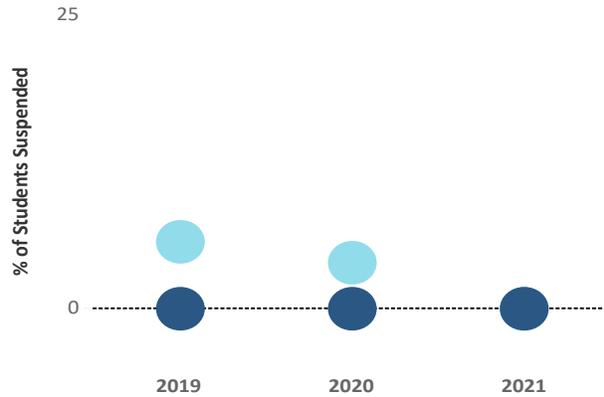
* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



STUDENT DEMOGRAPHICS

Central Queens Academy Charter School

Queens CSD 24



	ISS Rate	OSS Rate
2019	5.7	0.0
2020	3.9	0.0
2021	0.0	0.0

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

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

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

	2019	2020	2021
2018-19	92.1		
2019-20	90.3	0	0
2020-21	93.3		

Central Queens Academy Charter School's Enrollment and Retention Status: 2020-21

	Target	Charter School	
enrollment	economically disadvantaged	84.1	89.0
	English language learners	25.4	12.5
	students with disabilities	14.6	9.0
retention	economically disadvantaged	92.9	92.7
	English language learners	94.0	97.1
	students with disabilities	93.6	96.2

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

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

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

Central Queens makes good faith efforts to meet its enrollment and retention targets. Leaders are aware of the targets and adjust recruiting methods as necessary. The charter conducts the following recruitment strategies in a future charter term, if renewed:

- Mailing information about the charter to local residences;
- Visiting and presenting at local community based organizations to share information about Central Queens;
- Canvassing in local areas including local apartment buildings, community centers, businesses, and churches;
- Advertising the school’s success and program elements through a variety of local outlets including newspapers, magazines, bus stops, and subway stations;
- Translating all recruitment materials into predominant languages other than English for the local community;
- Involving current families to support with recruitment efforts to share stories and experiences with Central Queens; and,
- Hosting informational sessions within the community to share more information about the charter.



FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

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



Central Queens opened in 2012-13 authorized by the SUNY Trustees. Since opening, the charter has struggled to find facilities that provide the adequate space and amenities for operations. However, for the next charter term, if granted, the charter has signed a long term lease for a new facility that will provide ample space and sufficient amenities to house the entire program. The facility is currently undergoing construction and will be completed in time for the start of the 2022-23 school year, giving the charter ample time to relocate before commencing instruction.



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

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

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

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

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

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

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



FISCAL ANALYSIS

DOES THE CHARTER MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

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

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

DOES THE CHARTER COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Central Queens has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete and follow generally accepted accounting principles. The following reports will have generally been filed in a timely, accurate and complete manner:

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

FISCAL ANALYSIS

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

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

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

Central Queens has reported operating surpluses in each year of the current charter term. This has contributed to the charter having \$10.5 million in net assets and 12.5 months of cash on hand to pay liabilities due shortly as of June 30, 2021. Central Queens intends to expend some of the surplus funds on a new facility to open next school year. The fiscal dashboard at the end of this section shows continued fiscal strength. Central Queens has funded the dissolution reserve account with \$75,000 to meet the requirements of the SUNY charter agreement.

FISCAL ANALYSIS

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

CHARTER INFORMATION

BALANCE SHEET

Opened 2012-13

Assets

Current Assets

	2016 17	2017 18	2018 19	2019 20	2020 21
Cash and Cash Equivalents - GRAPH 1	3,916,463	5,347,813	6,043,563	8,313,986	8,707,383
Grants and Contracts Receivable	292,642	302,766	304,534	395,697	269,843
Accounts Receivable	9,226	11,429	-	3,041	-
Prepaid Expenses	211,313	216,432	1,164,768	1,273,812	1,924,373
Contributions and Other Receivables	442,748	294,741	1,131,725	467,941	107,659
Total Current Assets - GRAPH 1	4,872,392	6,173,181	8,644,590	10,454,477	11,009,258
Property, Building and Equipment, net	310,747	176,001	280,804	397,275	485,739
Other Assets	-	-	78,118	79,151	79,389
Total Assets - GRAPH 1	5,183,139	6,349,182	9,003,512	10,930,903	11,574,386

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	867,179	933,888	988,337	1,100,966	1,013,697
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	10,576	7,259	10,576	10,576	40,186
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	877,755	941,147	998,913	1,111,542	1,053,883
Deferred Rent/Lease Liability	-	25,711	-	37,573	39,026
All other L-T debt and notes payable, net current maturities	-	280,000	-	1,024,182	-
Total Liabilities - GRAPH 1	877,755	1,246,858	998,913	2,173,297	1,092,909

Net Assets

Without Donor Restrictions	3,940,641	4,899,320	7,520,115	8,451,864	10,102,606
With Donor Restrictions	364,743	203,004	484,484	305,742	378,871
Total Net Assets	4,305,384	5,102,324	8,004,599	8,757,606	10,481,477
Total Liabilities and Net Assets	5,183,139	6,349,182	9,003,512	10,930,903	11,574,386

ACTIVITIES

Operating Revenue

Resident Student Enrollment	5,495,428	5,790,825	6,330,975	6,533,483	6,406,877
Students with Disabilities	672,946	589,091	652,341	558,653	569,866
Grants and Contracts					
State and local	167,339	142,578	193,745	79,157	-
Federal - Title and IDEA	197,773	240,400	361,137	371,483	427,567
Federal - Other	-	-	-	-	1,024,182
Other	-	-	-	-	-
NYC DoE Rental Assistance	534,425	548,317	585,206	672,662	654,905
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	7,067,911	7,311,211	8,123,404	8,215,438	9,083,397

Expenses

Regular Education	4,805,991	5,096,098	5,122,696	5,252,434	5,372,247
SPED	772,820	728,203	797,356	930,459	984,519
Other	-	-	-	-	-
Total Program Services	5,578,811	5,824,301	5,920,052	6,182,893	6,356,766
Management and General	943,963	1,098,665	841,512	1,425,356	1,602,052
Fundraising	240,916	346,313	290,116	314,926	393,038
Total Expenses - GRAPHS 2, 3 & 4	6,763,690	7,269,279	7,051,680	7,923,175	8,351,856
Surplus / (Deficit) From School Operations	304,221	41,932	1,071,724	292,263	731,541

Support and Other Revenue

Contributions	717,284	413,418	1,598,796	371,072	1,046,189
Fundraising	251,069	307,668	121,951	-	-
Miscellaneous Income	14,957	33,922	109,804	89,672	(53,859)
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	983,310	755,008	1,830,551	460,744	992,330

Total Unrestricted Revenue	7,736,478	8,227,958	9,750,593	8,776,806	10,002,598
Total Temporarily Restricted Revenue	314,743	(161,739)	203,362	(100,624)	73,129
Total Revenue - GRAPHS 2 & 3	8,051,221	8,066,219	9,953,955	8,676,182	10,075,727

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2	3,017,853	4,305,384	5,102,324	8,004,599	8,757,606
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	4,305,384	5,102,324	8,004,599	8,757,606	10,481,477

FISCAL ANALYSIS

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service					
Administrative Staff Personnel	1,056,531	1,170,253	1,415,898	1,640,718	2,626,629
Instructional Personnel	2,571,565	2,553,552	2,637,760	2,765,574	2,217,912
Non-Instructional Personnel	399,327	397,072	267,293	137,168	117,077
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	4,027,423	4,120,877	4,320,951	4,543,460	4,961,618
Fringe Benefits & Payroll Taxes	663,475	921,912	797,065	793,858	835,018
Retirement	-	-	-	-	-
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	1,029,964	1,058,220	1,082,929	1,233,593	1,236,408
Staff Development	17,559	13,804	19,378	17,229	10,637
Professional Fees, Consultant & Purchased Services	356,718	545,115	344,727	433,850	533,009
Marketing / Recruitment	14,667	17,539	22,818	36,918	96,971
Student Supplies, Materials & Services	138,949	110,321	97,012	50,948	58,322
Depreciation	244,072	229,341	85,125	46,962	51,241
Other	270,863	252,150	281,675	766,357	568,632
Total Expenses	6,763,690	7,269,279	7,051,680	7,923,175	8,351,856

CHARTER ANALYSIS

ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	380	405	510	610	710
Final Chartered Enrollment (includes any revisions)	405	405	405	405	405
Actual Enrollment - GRAPH 4	392	399	414	405	398
Chartered Grades	K, 5-8	5-8	K, 5-8	K-1, 5-8	K-1, 5-8
Final Chartered Grades (includes any revisions)	5-8	-	5-8	5-8	5-8

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2016 17	2017 18	2018 19	2019 20	2020 21
	-	14,027	14,527	15,307	16,150
Increase over prior year	0.0%	100.0%	3.4%	5.1%	5.2%

PER STUDENT BREAKDOWN

Revenue	2016 17	2017 18	2018 19	2019 20	2020 21
Operating	18,030	18,342	19,622	20,308	22,453
Other Revenue and Support	2,508	1,894	4,422	1,139	2,453
TOTAL - GRAPH 3	20,539	20,236	24,043	21,447	24,906
Expenses	2016 17	2017 18	2018 19	2019 20	2020 21
Program Services	14,232	14,612	14,300	15,283	15,713
Management and General, Fundraising	3,023	3,625	2,733	4,302	4,932
TOTAL - GRAPH 3	17,254	18,237	17,033	19,585	20,645
% of Program Services	82.5%	80.1%	84.0%	78.0%	76.1%
% of Management and Other	17.5%	19.9%	16.0%	22.0%	23.9%
% of Revenue Exceeding Expenses - GRAPH 5	19.0%	11.0%	41.2%	9.5%	20.6%
% of Revenue Expended on Facilities	14.6%	14.5%	13.3%	15.0%	13.6%

Student to Faculty Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
9.7	9.7	9.7	9.1	9.2

Faculty to Admin Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
3.7	3.7	3.9	4.2	4.4

Financial Responsibility Composite Scores - GRAPH 6

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

Working Capital - GRAPH 7

Net Working Capital	2016 17	2017 18	2018 19	2019 20	2020 21
Net Working Capital	3,994,637	5,232,034	7,645,677	9,342,935	9,955,375
As % of Unrestricted Revenue	51.6%	63.6%	78.4%	106.5%	99.5%
Working Capital (Current) Ratio Score	5.6	6.6	8.7	9.4	10.4
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Excellent	Excellent	Excellent	Excellent

Quick (Acid Test) Ratio

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Score	5.3	6.3	7.5	8.3	8.6
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Score	0.2	0.2	0.1	0.2	0.1
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Score	6.9	8.8	10.3	12.6	12.5
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Excellent	Excellent	Excellent	Excellent

FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE CHARTER, ARE ITS PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

Central Queens' plans for the future are reasonable, feasible, and achievable. The charter continues to demonstrate academic success. The charter organization evolves as the charter grows, and leaders have clear plans for continuing its growth of its elementary program.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

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

Plans for the Educational Program. Central Queens will continue to implement the same core elements of its academic program that allowed the charter to meet its key Accountability Plan goals over the current charter term. The charter will continue to grow its elementary program.

Plans for Board Oversight & Governance. The board engaged in expanding its membership during the current charter term and plans to continue to do so in the next charter term. During the next charter term, the board will focus on recruiting members with skills in public relations, elementary school experience, and fundraising.

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

Central Queens will move to a newly leased facility during the next charter term. The new facility will be the charter's permanent facility and provides ample space and sufficient amenities to operate the entire program during the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	510	900
Grade Span	K-1, 5-8	K-8
Teaching Staff	43	80
Days of Instruction	185	185

Central Queens

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APPENDICES

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CENTRAL QUEENS ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES

<p>CHAIR Joyce Wu</p> <p>VICE CHAIRS Cathy Tse Sonia Park</p> <p>TREASURER Rick Ruvkun</p> <p>SECRETARY Megha Jain</p>	<p>TRUSTEES Anée Kim Maribel Lara Arunabha Bhoumik Michael Lee David Nitkin Tom Ng Bruce Saber Sabir Semerkant Michael Zisser</p>
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CHARTER SCHOOL LEADERS

EXECUTIVE DIRECTOR

Ashish Kapadia (October 2020 - Present)
Suyin So (July 2012 - September 2020)

SCHOOL DIRECTOR

Glenn Liebeck (July 2018 - Present)
Ashish Kapadia (July 2014 - June 2018)

CHARTER SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	405	399	99%	5-8
2018-19	405	414	102%	5-8
2019-20	405	405	100%	5-8
2020-21	405	398	98%	5-8
2021-22	510	492	96%	K-1, 5-8



TIMELINE OF CHARTER SCHOOL RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2012-13	First Year	March 21, 2013
2016-17	Initial Renewal	September 28-29, 2016
2021-22	Subsequent Renewal	September 23, 2021

CONDUCT OF THE RENEWAL REVIEW

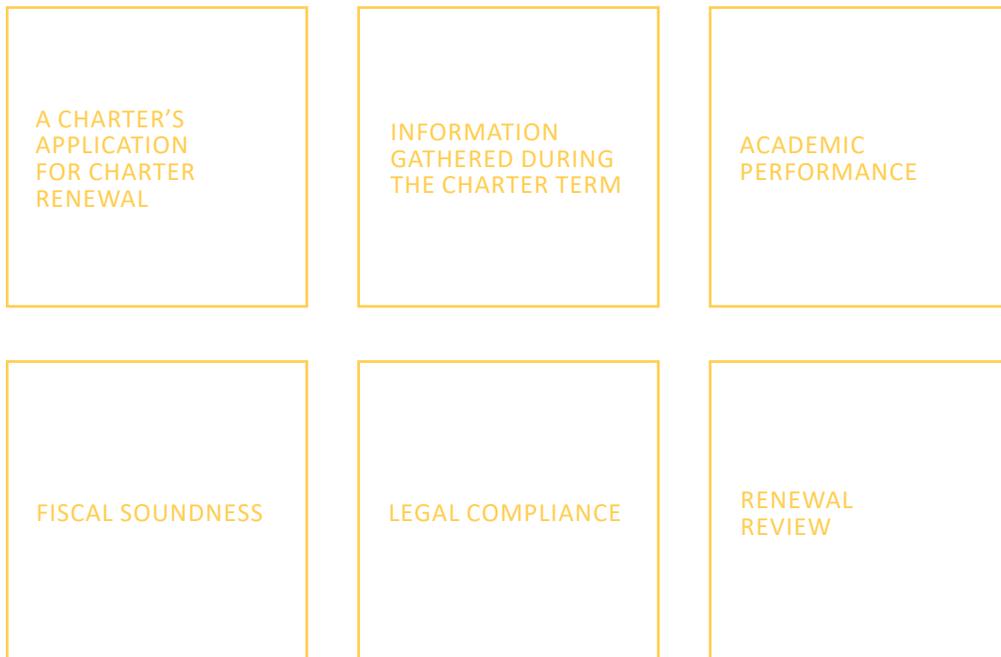
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
September 23, 2021	Andrew Kile	Managing Director of School Evaluation
	Amy Proulx	External Consultant
	Carl-Anthony Watson	External Consultant

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

REPORT FORMAT

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

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



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

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

REPORT FORMAT

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

RENEWAL QUESTIONS



IS THE CHARTER AN ACADEMIC SUCCESS?

IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS THE CHARTER FISCALLY SOUND?

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE CHARTER, ARE ITS PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

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



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

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



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

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

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

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

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

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

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

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

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

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



Charter Schools Institute
The State University of New York