

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
CENTRAL QUEENS ACADEMY
CHARTER SCHOOL*

Charter Schools Institute

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INTRODUCTION & 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 school’s Application for Charter Renewal, and more broadly, details the merits of a school’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

A SCHOOL’S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



Most importantly, the Institute analyzes the school’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 at: www.newyorkcharters.org/SUNY-Renewal-Policies

REPORT FORMAT

This renewal recommendation report compiles the evidence below using the **State University of New York Charter Renewal Benchmarks** (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful 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 school has made an adequate case for renewal.

RENEWAL QUESTIONS

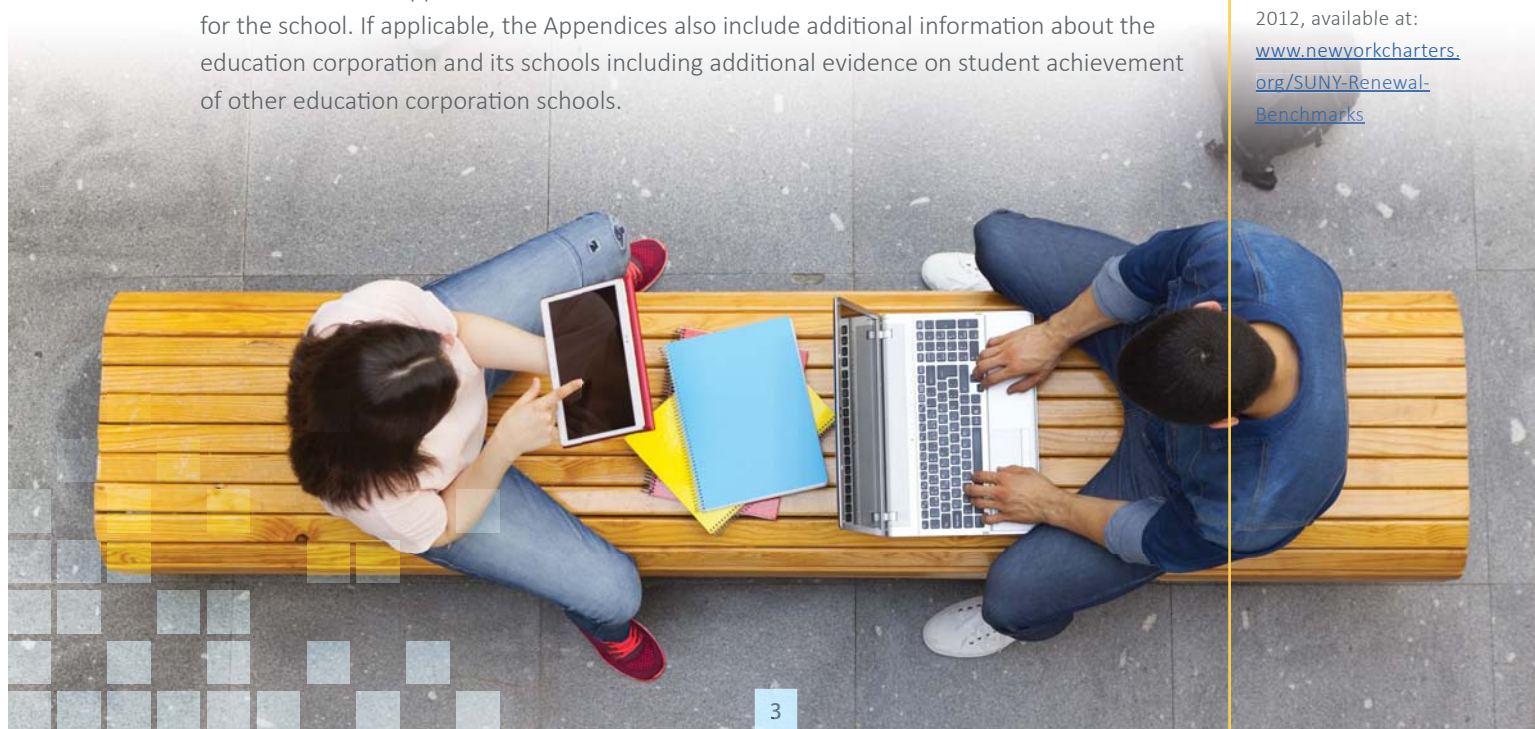
1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

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



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 at: www.newyorkcharters.org/renewal

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees 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 through 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 810 students.

To earn an **Initial Full-Term Renewal**, a school must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,³ is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.⁴

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

1:

the school, 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 school 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 school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁵

3. The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks.

4. SUNY Renewal Policies (p. 12).

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

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute’s Request for Proposal (“RFP”) processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. Central Queens Academy Charter School (“Central Queens”) received its original charter approval from the SUNY Trustees on June 15, 2011 and has not previously applied for renewal. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”) and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program.

As required by Education Law § 2851(4)(e), a school 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 FRPL eligible students. SUNY and the New York State Board of Regents (the “Board of Regents”) finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation and others receive targets at renewal.

Central Queens makes good faith efforts to meet its enrollment and retention targets.

In order to attract high numbers of ELLs, students with disabilities, and students who are eligible applicants for FRPL, Central Queens conducts the following efforts annually during the student recruitment season:

- mass mailing service: Central Queens uses a commercial mass mailing service and targets surrounding zip codes in community school district (“CSD”) 24.
- presence in small community organizations: Central Queens targets specific ethnic and racial communities, such as religious institutions wherein permitted, after school and tutoring organizations targeting specific ethnicities, libraries and other public community centers in targeted zones, and housing complexes with high concentrations of certain ethnicities.

RENEWAL RECOMMENDATION

- reach within low-income housing projects: The school places flyers around the buildings of several apartment complexes in targeted neighborhoods within the district and visit several libraries to distribute advertisements.
- translation of applications and all materials: Central Queens translates enrollment applications into multiple languages, including Spanish, Mandarin, Tibetan, Hindi, and Bengali.
- strategic selection of school family council members to represent several different home languages: The school attempts to include Spanish, Cantonese, Mandarin, Tibetan, Nepalese, Hindi, Bengali, Gujarati, and English speakers on the advisory council.
- enrollment software: The school uses software in order to keep track of recruitment efforts in all areas to ascertain which strategies and efforts yield more results.
- involvement of current families in recruitment: Since many of its current students identify as ELLs, have special needs, or receive free or reduced price lunch, and members of a community often surround themselves with others who are similar, the school believes involving current parents early in the school year and offering incentives for their involvement or recruitment of new families helps recruit applications from these populations.
- information sessions open to the community: Central Queens partners with community organizations such as SAYA! to hold educational information sessions that highlight the work of the school and strive to offer a support program (i.e., best practices in literacy, math strategies, helping your child with homework) to current and prospective families.

For additional information on the school's enrollment and retention target progress, see Appendix A.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

As of the date of this report, the Institute has received no district comments in response to the renewal application.



SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

BACKGROUND

The SUNY Trustees approved the original charter for Central Queens on June 15, 2011. It opened its doors in the fall of 2012 initially serving 110 students in 5th grade. The school is authorized to serve 405 students in 5th through 8th grade during the 2016-17 school year. The school is located at two sites – 55-30 Junction Blvd, Elmhurst, NY, 11373 (5th - 6th grade) and 88-24 Myrtle Avenue, Glendale, NY, 11385 (7th - 8th grade) – in CSD 24. The school rents both facilities.

The current charter term expires on July 31, 2017. A subsequent charter term would enable the school to operate through July 31, 2022. In its next charter term, Central Queens plans to serve students in Kindergarten through 8th grade, with a projected total enrollment of 810 students.

The mission of Central Queens is:



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.



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SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Central Queens has created robust programs and instructional supports that have led to high student achievement. High quality instruction aimed at meeting all students' needs is evident throughout the school. Teachers utilize effective curricular materials and analyze robust data in order to plan effectively for student learning.

Central Queens has established an integrated approach to coaching, supervision and evaluations along with staffing to provide significant instructional support and oversight. The school's board provides effective oversight of the program. The executive director's exclusive focus on school finances and the search for a new facility enables the school director to concentrate his efforts on instruction, instructional oversight, and operations that directly impact academics. Instructional leaders conduct 15 lesson observations, with written feedback, on each teachers annually.

The school's significant instructional support contributes to the systematic implementation of school-wide priorities. For instance, all instructional staff members are aware of, and have begun implementing, the 2016-17 school-wide priorities of improving student writing and more differentiated instruction. The school's 2015-16 emphasis on checking for understanding remains evident in classrooms in 2016-17 in which teachers assess student mastery in a variety of ways.

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

NOTEWORTHY

Central Queens' teachers establish and maintain a classroom environment focused on academic achievement. Teachers demonstrate strong management skills that ensure nearly every student is on task and show an eagerness to participate in class activities.



ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

Central Queens is a demonstrable academic success. The school performed higher than expected compared to demographically similar schools statewide throughout the charter term in both ELA and mathematics. Additionally, the program in place at the time of the renewal review features strong instructional leadership that communicates clear school-wide priorities and holds teachers accountable for student achievement.

At the beginning of the Accountability Period,⁶ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. 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 five required Accountability Plan measures to determine English language arts (“ELA”) and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁷ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁸ 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 PERFOR-
MANCE, I.E., HOW DID THE
SCHOOL DO AS COMPARED
TO SCHOOLS IN THE
DISTRICT AND SCHOOLS
THAT SERVE SIMILAR
POPULATIONS OF ECO-
NOMICALLY DISADVAN-
TAGED STUDENTS?

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

6. 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 school in an initial charter term, the Accountability Period covers the first four years the school provides instruction to students.

7. Education Law § 2850(2)(f).

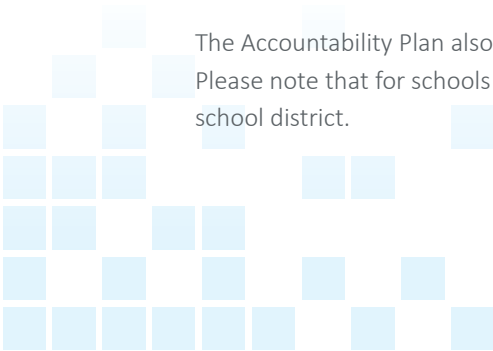
8. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Central Queens did not propose or include any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools' Accountability Plans because of changes to the state's assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school's ELA and mathematics goals while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Central Queens relative to all public schools statewide that serve the same grade levels and that enroll students who are similarly economically disadvantaged. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of Central Queens's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of Central Queens's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.



The Accountability Plan also includes science and No Child Left Behind Act (NCLB) goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

ACADEMIC PERFORMANCE

SUNY RENEWAL BENCHMARK 1A

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

Central Queens has met its key academic Accountability Plan goals in both ELA and mathematics throughout the charter term. During 2015-16, the school consistently outperformed over 80 percent of schools in the state in ELA and mathematics.

Over the course of its initial charter term, Central Queens consistently met its key Accountability Plan goal in ELA. The school posted mean growth percentiles that exceeded the state median of 50 during every year of its Accountability Period. In comparison to schools across the state enrolling similar concentrations of economically disadvantaged students, the school performed higher than expected to a large degree on the state's ELA exam during 2013-14, 2014-15, and 2015-16. Central Queens outperformed the district throughout the charter term. Further, Central Queens demonstrated a consistent upward trend in assessment performance since 2013-14, surpassing the percentage of students in CSD 24 who scored at or above proficiency on the state's ELA exam by 25 points in 2015-16.

Central Queens also met its mathematics goal consistently throughout the charter term. The school exceeded its growth measure throughout the term, notably exceeding the state median of 50 by 20.5 percentile points in 2013-14. During each year of its initial Accountability Period, the school performed higher than expected to a large degree compared to schools in New York State with similar percentages of economically disadvantaged students. Central Queens also consistently outperformed the district, surpassing the district by 25 percentage points in 2015-16.

Central Queens met its science goal over the charter term. During 2015-16, the school administered the Regents Physical Setting/Earth Science exam to all 94 of its 8th graders in lieu of the 8th grade science exam. The state does not publicly provide achievement results isolated for 8th graders who took the exam. As such, comparison data is not yet available. The school posted strong results on the Regents exam, with 85 percent of its 8th graders scoring at or above proficiency.

Central Queens met its NCLB goal throughout the charter term having never been identified as a focus or priority school.

Academic outcome data about the performance of students receiving special education services and ELLs appears below, although not tied to separate goals in the school's formal Accountability Plan.

| | | 2013-14 | 2014-15 | 2015-16 |
|--|--------------------------------|---------|---------|---------|
| Enrollment (N) Receiving Mandated Academic Services | | (28) | (47) | (57) |
| RESULTS | Tested on State Exams (N) | (28) | (46) | (55) |
| | Percent Proficient on ELA Exam | 3.6 | 10.9 | 18.2 |
| | Percent Proficient Statewide | 5.0 | 5.8 | 7.9 |

| | | 2013-14 | 2014-15 | 2015-16 |
|---------------------------|--|---------|---------|---------|
| ELL Enrollment (N) | | (23) | (39) | (29) |
| RESULTS | Tested on NYSESLAT* Exam (N) | (21) | (39) | (27) |
| | Percent 'Commanding' or Making Progress† on NYSESLAT | 38.1 | 53.8 | 25.9 |

* New York State English as a Second Language Achievement Test, a standardized state exam.

† Defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and, Commanding (formerly Proficient).

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ACADEMIC PERFORMANCE

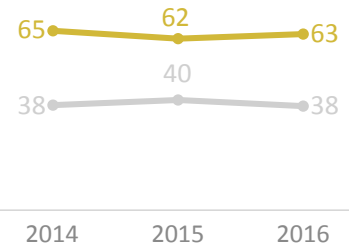
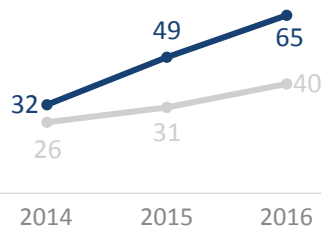
CENTRAL QUEENS ACADEMY CHARTER SCHOOL

REQUIRED MEASURE DESCRIPTION

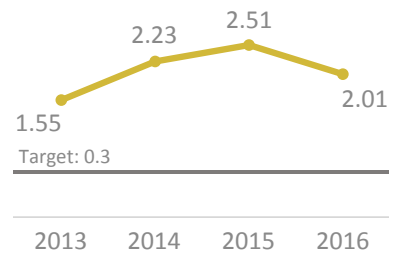
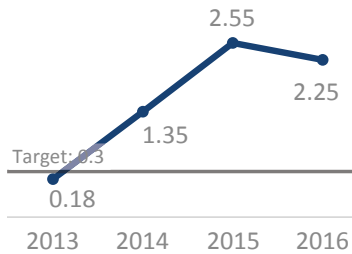
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

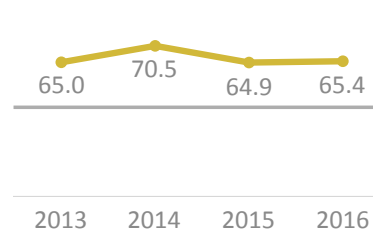
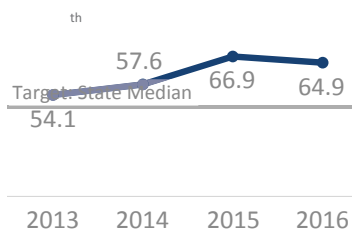
Comparative Measure: District Comparison. Each year, the percentage of students at Central Queens in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in CSD 24.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an Effect Size of 0.3 or above in **ELA** and **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. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA** and **mathematics**.



SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The school administered the Regents Physical Setting/Earth Science exam to its 8th graders in lieu of the 8th grade science exam. Although not included in the school's Accountability Plan, the percentage of students scoring at or above proficient is included here.

2016

85

DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

**SUNY
RENEWAL
BENCHMARK
1B**

Central Queens has an assessment system that improves instructional effectiveness and student learning. Leaders develop and communicate clear priorities based on student data and provide professional development aligned with student results. Teachers effectively use formative data to adjust instruction.

- Central Queens regularly administers valid and reliable assessments aligned to the school's curriculum and state performance standards. The school administers standards aligned interim assessments four times a year for ELA and mathematics as well as curriculum based assessments in science and social studies. Central Queens uses a strategic approach to determine students' reading levels, utilizing the Scholastic Reading Inventory for all students, supplemented by the Fountas & Pinnell ("F&P") assessment for students with disabilities and ELLs.
- Central Queens has a valid and reliable process for scoring and analyzing assessments. Teachers receive staff development and coaching to support their capacity to do so, including training on the use of a rubric to score scholarly writing. This year, the school has adopted the 6-Trait writing rubric to extend the analysis of writing across the subject areas.
- Central Queens makes assessment data accessible to teachers, school leaders, and board members. Teachers use Kickboard, a data platform, to store, monitor, and analyze student assessment data. School leaders export data from Kickboard and other sources to create spreadsheets to support their data analysis. Teachers utilize the assessment data to effectively create student groupings and adjust lessons.
- Teachers use assessment results to adjust instruction to meet students' needs. Teachers identify students for additional instruction within the class and provide supplemental instruction by the classroom teacher or intervention services outside the classroom. In addition to the interim and unit assessments, teachers use exit tickets to determine if re-teaching the following day is necessary.

ACADEMIC PERFORMANCE

- School leaders use assessment results to identify professional development priorities and coaching strategies. For example, an analysis of the 2015-16 state exam results indicate that students struggled with writing, so leaders developed a yearlong professional development focus on incorporating writing into all subject areas. Staff are clear on this priority and implement strategies into their teaching.
- The school regularly communicates to parents/guardians about their students' progress and growth. Report cards are distributed four times a year, two of which are accompanied by parent teacher conferences. For 5th and 6th grades, teachers enter comments regarding student learning and behavior in Kickboard and distribute progress reports to parents every two weeks. In addition, parents can access their children's data via Kickboard at anytime.

SUNY RENEWAL BENCHMARK 1C

DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

Central Queens provides robust curricular materials and an abundance of processes support teachers in their instructional planning. Teachers leverage the curricular resources to effectively meet the needs of all students.

- The school has a curriculum framework that provides a fixed, underlying structure, aligned to state standards and across grades. The school's curriculum in core subject areas is based on the state standards. Teachers in ELA and mathematics use the EngageNY scope and sequence, while science and social studies craft their scope and sequences based on the state standards and released Regents exams. In 5th grade, the school utilizes Singapore Math to ensure entering students develop the fundamental number sense required to meet the 6th- 8th grade standards. Teachers create lesson plans aligned to these guiding documents. Within this framework, teachers know what to teach and when to teach it.

- The school has a process for selecting, developing and reviewing its curricular documents and its resources for delivering the curriculum. Teachers utilize the EngageNY resources to craft yearlong curricular maps, which are submitted to school leaders during the summer. Leaders review and provide feedback on the scope and sequences.
- Teachers plan purposeful and focused lessons, guided by school leaders. A review of lesson plans indicates that teachers follow a standard format, which includes the standard addressed, the lesson objective, and the lesson activities. Instructional leaders review each teacher's lesson plans each week and promptly deliver valuable feedback.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

High quality instruction is evident throughout the school. Teachers present clear objectives, utilize effective checks for understanding, and maintain classroom environments distinctly focused on academic achievement. Though classroom activities are grade-level appropriate, teachers do not regularly challenge students to develop higher-order thinking skills.

**SUNY
RENEWAL
BENCHMARK
1D**

NUMBER OF CLASSROOM OBSERVATIONS

| | | GRADE | | | | |
|--------------|----------|-------|---|---|---|-------|
| | | 5 | 6 | 7 | 8 | Total |
| CONTENT AREA | ELA | 2 | 1 | 1 | 1 | 5 |
| | Math | 1 | 1 | | 1 | 3 |
| | Science | 1 | 1 | 1 | 1 | 4 |
| | Soc Stu | 1 | 1 | | 1 | 3 |
| | Specials | 2 | | 1 | 1 | 4 |
| | Total | 7 | 4 | 3 | 5 | 19 |

ACADEMIC PERFORMANCE

- All teachers deliver lessons with clear objectives aligned to the school's curriculum (19 of 19 classrooms observed). Teachers communicate clear learning objectives by posting the objectives in writing on whiteboards and verbally stating and explaining objectives. Teachers closely follow their lesson plans.
- Teachers regularly and effectively use techniques to check for student understanding (17 of 19 classrooms observed). Most teachers use multiple questioning techniques to gauge knowledge and understanding across the class, which include using hand signals to indicate agreement with a student's response and circulating through the classroom to examine individual student work. Teachers evaluate learning at the end of lessons through short exit tickets or through extended closing activities.
- Almost half of teachers provide opportunities for students to develop depth of understanding and higher-order thinking and problem solving skills (8 of 19 classrooms observed). Rather than regularly challenging students to defend and elaborate on their answers, many interactions between teachers and students are brief in nature. For instance, students often complete multiple choice questionnaires and indicate one or two word answers on individual whiteboards. However, in some ELA classes, students work in pairs writing claims and counterclaims to other students' analyses.
- All teachers establish and maintain a classroom environment focused on academic achievement (19 of 19 classrooms observed). Notable in a middle school, student misbehaviors rarely occur and teachers ensure that low level misbehaviors do not interfere with learning. Students have internalized desired classroom behaviors; for example, teachers expect students to SLANT (Sit up, Lean forward, Ask and answers questions, Nod your head and Track the speaker) and teachers rarely need to give students reminders. Nearly every student is on-task and many students demonstrate an eagerness to participate in class activities.

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Central Queens has strong instructional leadership. The school has established a leadership team structure to ensure that the instructional leadership functions are fulfilled across its two distant campuses. The leadership team provides abundant support to teachers through an integrated approach to coaching.

- The school's leadership establishes an environment of high expectations for teacher performance and in which teachers believe that all students can succeed. School leaders indicate a goal of raising proficiency on ELA and mathematics state assessments to 55% for 5th and 6th grades and 75% proficiency for 7th and 8th grades. Observations of classrooms, confirmed by teacher interviews, indicate that the school focuses on preparing lower grade students to be successful in the upper grades by equipping them with the necessary skills, behaviors, and attitudes.
- Instructional leaders support the development of the teaching staff. The school director, two assistant principals, and two academic deans provide instructional leadership at the two campuses and each are assigned teachers to supervise. Among these leaders, there are educators with backgrounds in each of the core subject areas and the school leverages this expertise.
- Instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels. Teachers meet in grade level meetings every other Friday afternoon, and report that they regularly supplement this time with regularly scheduled and ad hoc meetings during common preparation periods and lunchtime.
- With instructional leaders annually conducting 15 classroom observations per teacher, Central Queens has established an integrated approach to supervision, evaluation, and coaching. Observations are followed by written feedback and ratings based on the Danielson evaluation framework criteria. As needed, leaders meet with teachers to discuss the observations and strategize potential improvements. Newer, developing teachers and experienced, skilled teachers both report that the coaching has a positive impact on their instructional effectiveness. Each teacher is responsible for developing a portfolio comprised of video clips, reflections and student data and presenting it to their peers.

**SUNY
RENEWAL
BENCHMARK
1E**

ACADEMIC PERFORMANCE

- Instructional leaders hold teachers accountable for quality instruction and student achievement. Instructional leaders use a multiple method approach to monitoring the quality of curriculum and instruction, including unit and lesson plan review, observation, feedback, and assessment data analysis. When instructional quality is insufficient, school leaders provide additional coaching. If necessary, school leaders establish performance improvement plans that have, on occasion, resulted in a teacher not returning the following year or changing to a more suitable role.
- Instructional leaders implement a comprehensive professional development program that is interrelated with classroom practice and develops the competencies and skills of all teachers. Each year, school leaders select priorities that drive the school's professional development scope.
- At both campuses, teachers participate in a week of pre-service professional development, with additional days for new staff. Leaders provide teachers with two hours of weekly professional development that focus on one of the two school goals and a rotating schedule of grade level and committee meetings.

DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

Central Queens meets the educational needs of at-risk students. The school has clear systems to identify ELLs, students with disabilities, and students that struggle academically. Teachers receive support from intervention staff in order to effectively meet the needs of all students. The school utilizes additional assessments to monitor progress and success of at-risk students.

- Central Queens uses clear procedures for identifying at-risk students including students with disabilities, ELLs, and those struggling academically. The school uses a Response to Intervention ("Rtl") approach for identification and intervention. For ELLs, the school follows appropriate procedures, including the Home Language Identification Survey and New York State Identification Test for English Language Learners ("NYSITELL").
- The school has adequate intervention programs to meet the needs of at-risk students. A special education coordinator ensures the at-risk program staff provide appropriate

services. In the upper grades, the special education coordinator also provides special education teacher support services (“SETSS”). Students with disabilities receive appropriate services through SETSS or integrated co-teaching (“ICT”). There is daily English as a Second Language (“ESL”) instruction for all ELL students. Interventions for students who are struggling include biweekly office hours taught by classroom teachers, homework help, and summer school, in addition to inclusion in small groups taught by the ESL and ICT teachers.

- General education teachers and specialists work in collaboration to support students within the general population. The school offers ICT classes to a portion of its students with special needs. ESL teachers hold classes during interdisciplinary studies to avoid pulling ELLs during core instruction.
- The school adequately monitors the progress and success of at-risk students. School leaders are able to draw on both Kickboard and their own extensive spreadsheets to monitor student performance. The school administers F&P assessments for all students with identified special needs. In addition to the school-wide assessment, the ESL teacher uses the Leveled Literacy Intervention (“LLI”) assessments and the NYSESLAT.
- The school provides opportunities for coordination between classroom teachers and intervention program staff to identify at-risk students, help teachers meet needs, and coordinate services provided across settings and staff. During one hour of professional development each Friday, the staff discusses the progress and needs of identified students and collaborates for best approaches to student learning. Classroom and support teachers coordinate via regularly scheduled and ad hoc meetings during common preparation periods and lunchtime.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Central Queens is an effective and viable organization that successfully delivers a robust educational program with proven results. The school's administrative structure relieves instructional leaders from duties extraneous to teaching and learning, and the board provides rigorous oversight of the total educational program.

SUNY RENEWAL BENCHMARK 2A

IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

Central Queens is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. Central Queens' mission and key design elements are mostly evident at the time of renewal. As identified under the academic section, and the information that follows in this section, the school has implemented a high-quality, standards-based academic program and maintains a focus on literacy. The school continues to develop school-wide initiatives to ensure culturally responsive education, enrichment, and supportive services.

SUNY RENEWAL BENCHMARK 2B

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school'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 Survey Data. The Institute compiled data from NYCDOE's 2015-16 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction and systems for improvement. This year, 83% of families who received the survey responded. The school's 83% survey response rate is almost 30 percentage points higher than the citywide average and indicates tremendous parental involvement at Central Queens. Moreover, 94% of survey participants provided positive responses reflecting satisfaction with the

school's program. The response rate is sufficiently high to be useful in framing the results as representative of the school community.

Parent Focus Group. The Institute asks all schools 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 school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs. The 59 parents in attendance at the focus group indicated strong loyalty to and satisfaction with the school. Parents report believing the school keeps them well informed on their child's learning and achievement through frequent parent-teacher conferences and progress reports issued twice each month. Parents voiced appreciation of the clear discipline system, teachers' attention to individual students' needs, and teachers' dedication to students. Parents unanimously agreed that enrolling their student at the school was a good decision.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2015-16, 90% of Central Queens students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department ("NYSED") is available to the Institute to provide either district or statewide context.

DOES THE SCHOOL'S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

Central Queens's organization effectively supports the delivery of the educational program.

- Central Queens has established an administrative structure with staff, operational systems, policies, and procedures that allow the school to carry out its academic program. The school has two locations, a 5th-6th grade campus and a 7th-8th grade campus. An

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assistant principal manages the academic program at each location and a dean at each location acts as a second instructional leader. The operations director oversees at least two operations support staff at each site. The executive director manages the school's chief financial officer who, in turn, manages a finance associate.

- The organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities. The executive director oversees the school's finances, fundraising, and facilities planning. The school director manages all of the academic and day-to-day operations of the school. It is clear to teachers to whom to report for what.
- Central Queens has a clear student discipline system in place that stakeholders consistently apply. The school uses a tiered system to determine which infractions receive which consequences. Consequences include lunch detention, teacher detention, administrative detention, and suspension. Students have adopted well to the discipline system resulting in school staff infrequently needing to issue behavioral consequences. In the past three years the school has instituted no out-of-school suspensions or expulsions.
- Leaders are deliberate in their attempts to retain high quality staff. The school provides annual salary increases based on performance on the Danielson evaluation framework. The school gives teacher bonuses in August based in part on students' performance on state assessments. The school provides leadership opportunities for teachers including opportunities to be grade level leaders and to lead school professional development sessions. School leaders note their attempt to create a collegial atmosphere and teachers noted the high level of camaraderie at the school.
- Central Queens allocates sufficient resources to support the achievement of goals. The school recently purchased SmartBoards for teachers and teachers report readily receiving any supplies and resources they request.
- Central Queens maintains adequate student enrollment. At the time of the renewal review, the school reported a waitlist of 486 students, including 371 prospective 5th graders. The number of students seeking to enroll in 5th grade is more than three times the school's total approved 5th grade enrollment of 105.
- The school has procedures in place to monitor its progress toward meeting enrollment targets for ELL students but not for special education students or students who qualify for free and reduced price lunch. To meet its ELL admissions priority, the school sets aside its first 30 seats in 5th grade for ELLs. Additionally, the school sends marketing materials in

multiple languages and translates many of its mailings to parents in over six languages.

- Central Queens regularly monitors and evaluates the school's programs and makes changes if necessary. For example, based on analyses of F&P and state assessment performance, the school shifted from guided reading beginning in 2014-15 and created a new course called Interdisciplinary Studies, which combines ELA with other subjects. Based on that same analysis, the school effectively moved away from largely teacher-created curricula to Engage New York materials for all grades.

DOES THE SCHOOL BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

Central Queens's board works effectively to achieve the school's Accountability Plan goals. While the board provides sufficient oversight of the school's programs and especially the school's finances, the board has no formal communications with parents.

- Board members possess appropriate skills and have put in place structures and procedures with which to govern the school and oversee management of day-to-day operations. Three of the board's six members have significant expertise in finance. The board includes an attorney and a principal of another charter school. The board has several committees including an executive committee, finance committee, audit committee, and educational accountability committee. The board also has numerous task forces, which operate similar to committees yet are not subject to the open meetings law requirement and include the facility task force, board development task force, and personnel task force. Committees and task forces include school staff and volunteers not on the board. The finance committee meets monthly and provides rigorous oversight of the school's finances. However, the educational accountability committee met just once in 2015-16 though one of its members communicates with the school director monthly.
- The board requests and receives sufficient information to provide oversight of the school's program and finances. Though the educational accountability committee meets infrequently, the school director provides detailed updates on the school's academic performance, student culture, and personnel at the monthly board meetings. The school's chief financial officer provides detailed information on school finances to the finance committee, which in turn reports on those finances at the monthly board meetings. The board must approve any bills \$10,000 or more.

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- The board establishes clear priorities and long-range goals and tracks progress toward meeting those priorities and goals. Mindful of the goals in the school accountability plan, the board approves annual goals in ELA and mathematics for specific grade levels and tracks the progress toward those goals. For the past two years, the board has focused much of its efforts on securing a single facility to house all grades and has successfully raised \$2,500,000 in its first four years to help with this initiative.
- The board regularly evaluates its own performance and that of the school leaders. The board chair evaluates the board's performance based on: tracking attendance at board meetings; whether board members are meeting their give/get fundraising commitment; level of participation on task forces and committees; and individual meetings with members to discuss personal progress and goal setting. The board determined it needs additional members with expertise in K-12 education and facilities.
- The board has no formal mechanism to communicate with parents outside of board meetings. The school's charter indicates involving parents with the governance and administration of Central Queens, including a board position for a parent, however there is currently not a parent on the board nor a parent representative that regularly attends board meetings.

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DOES THE BOARD IMPLEMENT, MAINTAIN AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS AND PROCESSES?

The board materially and substantially implements, maintains and abides by adequate and appropriate policies, systems and processes and procedures to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership accountable for both academic results and fiscal soundness.

- The board has materially complied with the terms of its by-laws and code of ethics.
- The board has successfully used a committee system since inception receiving reports from the executive, educational accountability, and finance committees regularly. There is also a personnel committee. At times the board has had compliance, board recruitment, and marketing committees but has found a balance in tasks of the four current standing committees.

- Where there has not been a standing committee the board has effectively deployed task forces to tackle issues such as facilities and school policies.
- The board receives specific and extensive reports on each program including fiscal, academic performance and non-academic student and staffing trends from the executive director and school principal as well as the education accountability committee.
- The board continuously educates itself on best practices inviting outside persons/entities to provide presentations on topics such as fundraising and banking.
- The board works as a fundraising board. Minutes clearly show fundraising efforts, including goal setting and tasks.

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

The education corporation generally and substantially complies with applicable laws, rules and regulations and the provisions of its charter.

- **By-laws.** Some committee and notice provisions of the by-laws need minor modification to be in compliance with the New York Not-For-Profit Corporation Law and Open Meetings Law. The Institute will work with the school to create the necessary modifications prior to the commencement of a new charter term.
- **Code of Ethics/Conflicts of Interest.** The school's Code of Ethics/Conflicts of Interest policy did not conform to the current requirements of the New York Education Law, Not-For-Profit Corporation Law and General Municipal Law. The Institute will work with the school to create the necessary modifications prior to the commencement of a new charter term.

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FISCAL PERFORMANCE



IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Central Queens is fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that education corporation has demonstrated fiscal soundness over the majority of the charter term.⁹

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

Central Queens has adequate financial resources to ensure stable operations and has maintained fiscal soundness through conservative budgeting practices, and routine monitoring of revenues and expenses.

- The annual budget process is led by the executive director and requires input from the senior leadership team.
- The budget is presented to the board finance committee by the executive director for review and once the committee is satisfied the budget is presented to the full board for approval. Implementation of the budget is the responsibility of the executive director.
- Actual to budget comparisons are analyzed for variances of \$5,000 or more. Differences are identified as permanent or temporary and the spending plan adjusted accordingly.
- The next charter term projection reflects enrollment growth as well as the related staffing plan and reasonable budget projections.

9. 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 school.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The school has generally established and maintained appropriate fiscal policies, procedures and internal controls.

- Written policies address key issues including financial reporting, cash disbursements and receipts, payroll, bank reconciliations, credit card usage, fixed assets, grants/ contributions, capitalization and accounting, procurement and investments.
- The education corporation has accurately recorded and appropriately documented transactions in accordance with established policies.
- The education corporation's most recent audit report of internal control over financial reporting related to financial reporting and on compliance and other matters disclosed no material weaknesses, or instances of non-compliance that were required to be reported.

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DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Central Queens has complied with reporting requirements.

- The education corporation's annual financial statements are presented in accordance with generally accepted accounting principles and the independent audits of those statements have received unqualified opinions.
- The education corporation consistently complies with all reporting requirements of the charter agreement.

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

The education corporation maintains adequate financial resources to ensure stable operations.

- Central Queens posts a fiscally strong composite score rating on the Institute's financial dashboard indicating a consistent level of fiscal stability over the charter term.
- Central Queens has relied primarily on recurring operating revenues and accumulated surpluses to cover any operating deficits. Central Queens does receive contribution support but is not dependent upon such variable income for its financial needs.
- Central Queens prepares and monitors cash flow projections and maintains sufficient cash on hand to pay current bills and those that are due shortly and retains approximately 5.5 months of cash on hand. Total net assets as of June 30, 2016 were \$3,017,853.
- As a new requirement of charter agreements, Central Queens has established the separate bank account for the dissolution fund reserve of \$75,000.



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FUTURE PLANS



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

Central Queens has established a strong record of meeting its Accountability Plan goals and has an outstanding educational program in place. The school organization is effective, and the education corporation is fiscally sound. The renewal application presents a cogent plan for growth. As such, the future plans for Central Queens are reasonable, feasible and achievable.

Plans for the School'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 plans to implement the same core elements that have led the school to meet its Accountability Plan goals while serving middle school students. The school also plans to expand to include elementary grades. Starting with Kindergarten in 2017-18, Central Queens will add one additional grade per year and will serve Kindergarten through 8th grade at the end of the next charter term. If the school can procure suitable and affordable space, it intends to apply for a revision to add a high school program.

Plans for Board Oversight & Governance. Board members express interest in continuing to serve Central Queens in an additional charter term. The board may add more trustees in the future.

| | CURRENT | END OF NEXT CHARTER TERM |
|---------------------|---------|--------------------------|
| Enrollment | 405 | 810 |
| Grade Span | 5 - 8 | K - 8 |
| Teaching Staff | 39 | 74 |
| Days of Instruction | 185 | 185 |

Fiscal & Facility Plans. Based on evidence collected through the renewal review including a review of the 5-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 plans to continue to provide instruction in leased private facilities until and unless NYCDOE provides suitable space in one or more district public school buildings.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The education corporation has amended or will amend other key aspects of the renewal application-- including by-laws and code of ethics-- to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

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Queens

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APPENDICES

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FISCAL DASHBOARD

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APPENDIX A: School Overview

BOARD OF TRUSTEES

CHAIR

Annee Kim

VICE CHAIR

Jason Ng

TREASURER

Rick Ruvkun

SECRETARY

Christine Algozo

TRUSTEES

Grace Chao

Pei Pei Cheng-DeCastro

Eve Goldman

Rany Ng

Orpheus Williams

SCHOOL LEADERS

PRINCIPAL

Suyin So, Executive Director (2012-13 to Present)

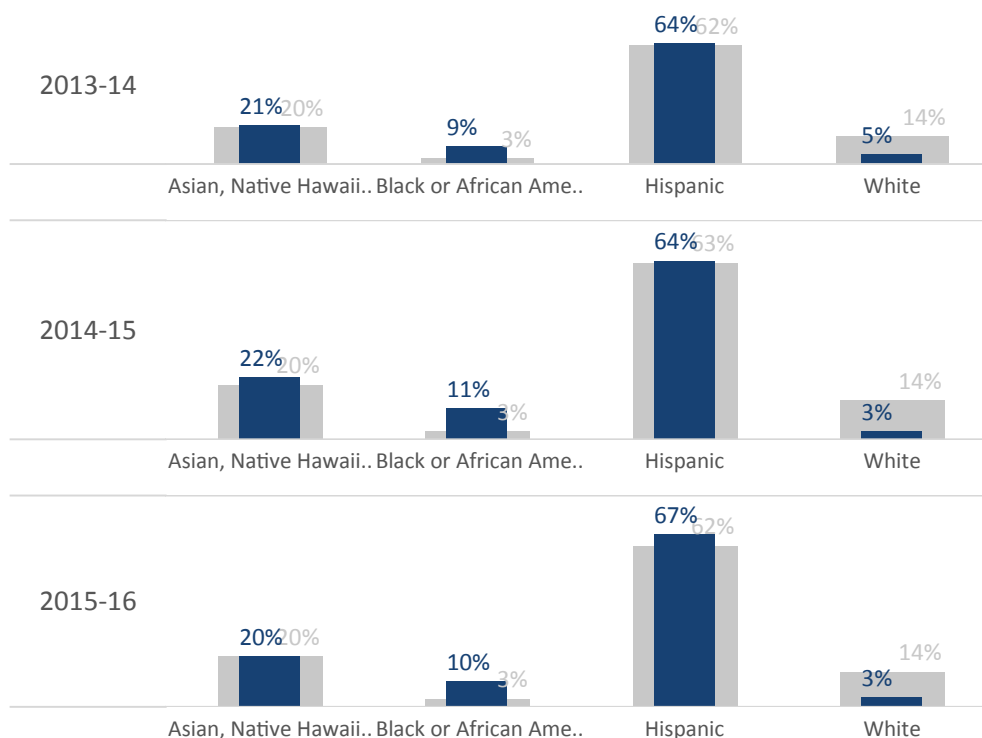
Jesse Tang, Principal (2012-13 to 2013-14)

Ashish Kapadia, School Director/Principal (2014-15 to Present)

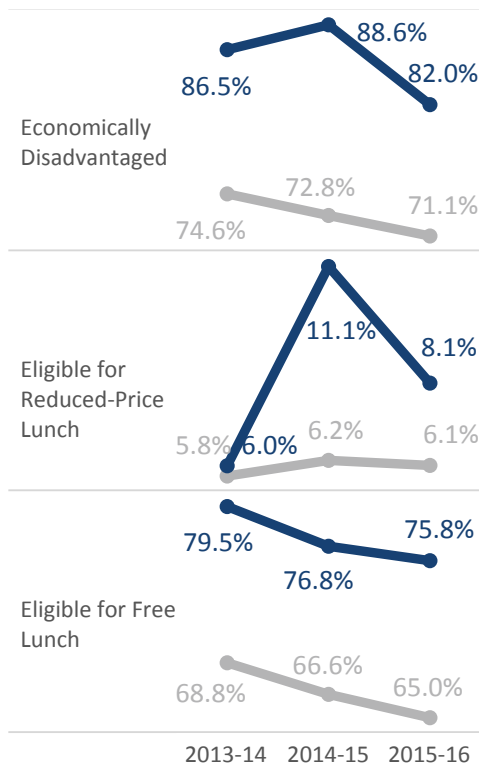
SCHOOL CHARACTERISTICS

| SCHOOL YEAR | CHARTERED ENROLLMENT | ACTUAL ENROLLMENT | ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT | PROPOSED GRADES | ACTUAL GRADES |
|-------------|----------------------|-------------------|--|-----------------|---------------|
| 2012-13 | 110 | 110 | 100% | 5 | 5 |
| 2013-14 | 210 | 213 | 101% | 5-6 | 5-6 |
| 2014-15 | 300 | 301 | 100% | 5-7 | 5-7 |
| 2015-16 | 380 | 402 | 106% | 5-8 | 5-8 |
| 2016-17 | 405 | 392 | 97% | 5-8 | 5-8 |

STUDENT DEMOGRAPHICS: RACE/ETHNICITY

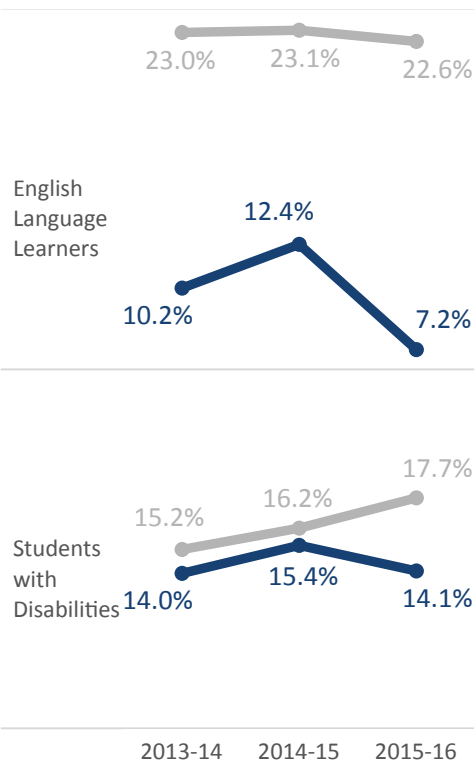


STUDENT DEMOGRAPHICS: FREE/REDUCED LUNCH



The charts show the trends in enrollment in the **school** and the **district** for each subgroup. Economically disadvantaged includes those students eligible for Free and Reduced-Price lunch among other qualifying income assistance programs.

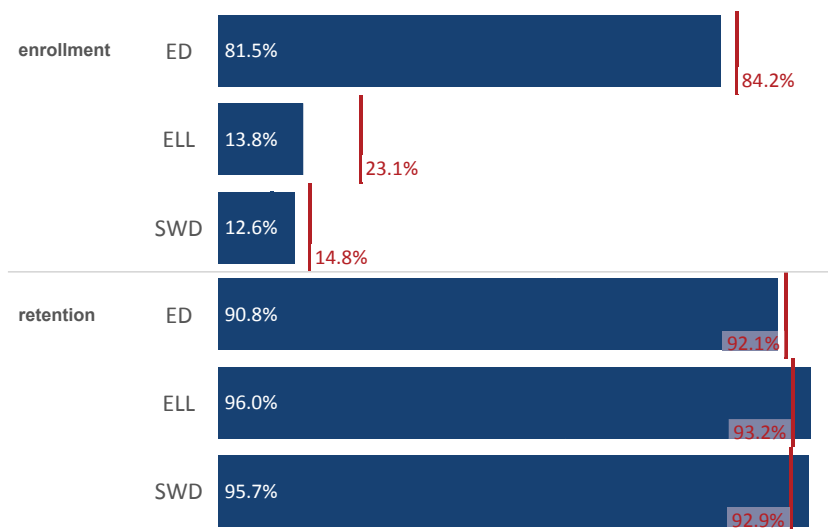
STUDENT DEMOGRAPHICS: SPECIAL POPULATIONS



The charts show trends in enrollment in the **school** and the **district** for each subgroup.

APPENDIX A: School Overview

ENROLLMENT AND RETENTION TARGETS



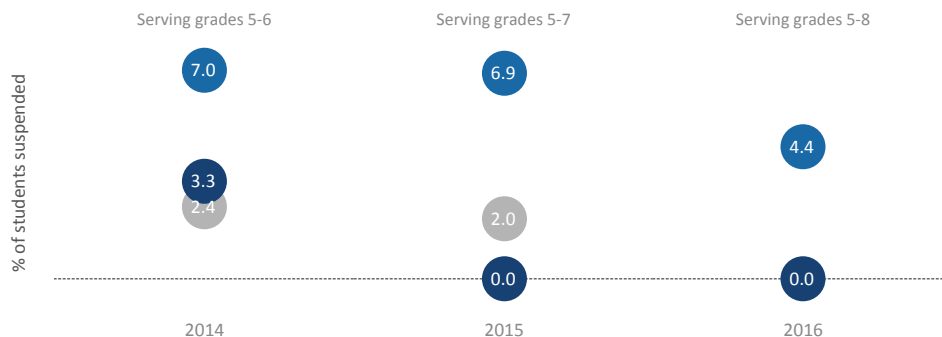
The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recently available data provided by the school.

PERSISTENCE IN ENROLLMENT



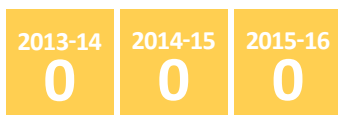
Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

SUSPENSIONS: CENTRAL QUEENS ACADEMY CHARTER SCHOOL'S OUT OF SCHOOL SUSPENSION RATE, IN SCHOOL SUSPENSION RATE, AND THE DISTRICT OVERALL SUSPENSION RATE.

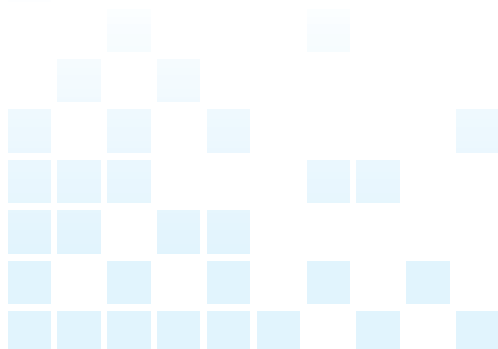


Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the duration of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in school and out of school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the 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.

EXPULSIONS: THE NUMBER OF STUDENTS EXPELLED FROM THE SCHOOL EACH YEAR.



PARENT SATISFACTION: SURVEY RESULTS



APPENDIX A: School Overview

TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

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

CONDUCT OF THE RENEWAL VISIT

| DATE(S) OF VISIT | EVALUATION TEAM MEMBERS | TITLE |
|-----------------------|-------------------------|---------------------|
| September 28-29, 2016 | Adam Aberman | External Consultant |
| | Hillary Johnson, Ed.D | External Consultant |

KEY DESIGN ELEMENTS

| ELEMENT | EVIDENT? |
|---|----------|
| Focus on literacy; | + |
| Standards based academics; | + |
| Teacher development and content mastery; | + |
| Longer school day and year; | + |
| Social and emotional learning; and, | + |
| Culturally responsive education, enrichment, and supportive services. | + |

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: English Language Arts Central Queens Academy Charter School



| | 2013-14 Grades Served: 5-6 | | | | 2014-15 Grades Served: 5-7 | | | | 2015-16 Grades Served: 5-8 | | | |
|---|--------------------------------|------------|-------------------|-------------|--------------------------------|------------|-------------------|-------------|--------------------------------|------------|-------------------|-------------|
| | All Students | | 2+ Years Students | | All Students | | 2+ Years Students | | All Students | | 2+ Years Students | |
| | Grades | % (N) | Grades | % (N) | Grades | % (N) | Grades | % (N) | Grades | % (N) | Grades | % (N) |
| ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam. | 3 | (0) | (0) | (0) | 3 | (0) | (0) | (0) | 3 | (0) | (0) | (0) |
| | 4 | (0) | (0) | (0) | 4 | (0) | (0) | (0) | 4 | (0) | (0) | (0) |
| | 5 | 36.4 (110) | (0) | (0) | 5 | 37.5 (104) | 0.0 (3) | (0) | 5 | 46.6 (103) | 0.0 (3) | (0) |
| | 6 | 32.0 (103) | 32.3 (99) | (0) | 6 | 55.0 (100) | 55.2 (96) | (0) | 6 | 56.6 (99) | 57.8 (90) | (0) |
| | 7 | (0) | (0) | (0) | 7 | 43.2 (95) | 44.8 (87) | (0) | 7 | 63.7 (102) | 65.6 (93) | (0) |
| | 8 | (0) | (0) | (0) | 8 | (0) | (0) | (0) | 8 | 73.4 (94) | 72.9 (85) | (0) |
| | All | 34.3 (213) | 32.3 (99) | NA | All | 45.2 (299) | 49.5 (186) | NO | All | 59.8 (398) | 64.6 (271) | NO |
| 2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system. | Grades | PLI | AMO | | Grades | PLI | AMO | | Grades | PI | AMO | |
| | 5-6 | 111 | 89 | YES | 5-7 | 131 | 97 | YES | 5-8 | 149 | 104 | YES |
| | Comparison: Queens District 24 | | | | Comparison: Queens District 24 | | | | Comparison: Queens District 24 | | | |
| 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district. | Grades | School | District | | Grades | School | District | | Grades | School | District | |
| | 6 | 32.3 | 26.0 | YES | 6-7 | 49.5 | 31.4 | YES | 6-8 | 64.6 | 39.8 | YES |
| | Comparison: Queens District 24 | | | | Comparison: Queens District 24 | | | | Comparison: Queens District 24 | | | |
| 4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students. | % ED | Actual | Predicted | Effect Size | % ED | Actual | Predicted | Effect Size | % ED | Actual | Predicted | Effect Size |
| | 86.0 | 34.3 | 17.2 | 1.35 | 88.6 | 45.2 | 15.1 | 2.55 | 82.0 | 59.8 | 24.6 | 2.25 |
| | YES | | | YES | YES | | | YES | YES | | | YES |
| GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile. | Grades | School | State | | Grades | School | State | | Grades | School | State | |
| | 4 | 0.0 | | | 4 | 0.0 | | | 4 | 0.0 | | |
| | 5 | 57.7 | | | 5 | 62.1 | | | 5 | 63.5 | | |
| | 6 | 57.5 | | | 6 | 73.9 | | | 6 | 70.5 | | |
| | 7 | 0.0 | | | 7 | 64.7 | | | 7 | 62.5 | | |
| | 8 | 0.0 | | | 8 | 0.0 | | | 8 | 62.0 | | |
| | All | 57.6 | 50.0 | YES | All | 66.9 | 50.0 | YES | All | 64.9 | 50.0 | YES |

SCHOOL PERFORMANCE SUMMARY: Mathematics

Central Queens Academy Charter School



| | 2013-14 Grades Served: 5-6 | | | | 2014-15 Grades Served: 5-7 | | | | 2015-16 Grades Served: 5-8 | | | |
|--|--------------------------------|------------|-------------------|-----------|--------------------------------|------------|-------------------|-----------|--------------------------------|------------|-------------------|-----------|
| | All Students | | 2+ Years Students | | All Students | | 2+ Years Students | | All Students | | 2+ Years Students | |
| | Grades | % (N) | Grades | % (N) | Grades | % (N) | Grades | % (N) | Grades | % (N) | Grades | % (N) |
| ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam. | 3 | (0) | (0) | (0) | 3 | (0) | (0) | (0) | 3 | (0) | (0) | (0) |
| | 4 | (0) | (0) | (0) | 4 | (0) | (0) | (0) | 4 | (0) | (0) | (0) |
| | 5 | 70.0 (110) | (0) | (0) | 5 | 62.5 (104) | 0.0 (3) | (0) | 5 | 51.5 (103) | 0.0 (3) | (0) |
| | 6 | 64.1 (103) | 64.6 (99) | (0) | 6 | 75.0 (100) | 74.0 (96) | (0) | 6 | 67.3 (101) | 68.1 (91) | (0) |
| | 7 | (0) | (0) | (0) | 7 | 51.6 (95) | 50.6 (87) | (0) | 7 | 68.6 (102) | 68.8 (93) | (0) |
| | 8 | (0) | (0) | (0) | 8 | (0) | (0) | (0) | 8 | 53.8 (93) | 54.8 (84) | (0) |
| | All | 67.1 (213) | 64.6 (99) | NA | All | 63.2 (299) | 61.8 (186) | NO | All | 60.4 (399) | 63.5 (271) | NO |
| | Grades | PLI | AMO | | Grades | PLI | AMO | | Grades | PI | AMO | |
| 2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system. | 5-6 | 155 | 86 | YES | 5-7 | 153 | 94 | YES | 5-8 | 151 | 101 | YES |
| COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district. | Comparison: Queens District 24 | | | | Comparison: Queens District 24 | | | | Comparison: Queens District 24 | | | |
| | Grades | School | District | | Grades | School | District | | Grades | School | District | |
| | 6 | 64.6 | 38.0 | YES | 6-7 | 61.8 | 39.8 | YES | 6-8 | 63.5 | 37.6 | YES |
| 4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students. | % ED | | Effect Size | | % ED | | Effect Size | | % ED | | Effect Size | |
| | Actual | Predicted | Actual | Predicted | Actual | Predicted | Actual | Predicted | Actual | Predicted | Actual | Predicted |
| | 86.0 | 67.1 | 25.0 | 2.23 | 88.6 | 63.2 | 20.9 | 2.52 | 82.0 | 60.4 | 22.2 | 2.01 |
| GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile. | Grades | School | State | | Grades | School | State | | Grades | School | State | |
| | 4 | 0.0 | 74.3 | | 4 | 0.0 | 70.5 | | 4 | 0.0 | 73.1 | |
| | 5 | 66.4 | 0.0 | | 5 | 70.9 | 52.6 | | 5 | 70.0 | 65.9 | |
| | 6 | 0.0 | 0.0 | | 6 | 0.0 | 0.0 | | 6 | 65.9 | 51.3 | |
| | 7 | 0.0 | 50.0 | YES | 7 | 64.9 | 50.0 | YES | 7 | 65.4 | 50.0 | YES |
| | 8 | 0.0 | 50.0 | YES | 8 | 64.9 | 50.0 | YES | 8 | 65.4 | 50.0 | YES |
| | All | 70.5 | 50.0 | YES | All | 64.9 | 50.0 | YES | All | 65.4 | 50.0 | YES |

APPENDIX C: District Comments

NO COMMENTS RECEIVED



APPENDIX D: Fiscal Dashboard

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

SCHOOL INFORMATION

BALANCE SHEET

Opened 2012-13

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net

Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other

Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Regular Education & SPED (combined)
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---------|---------|-----------|-----------|-----------|
| - | - | 621,580 | 407,661 | 1,087,865 |
| - | - | 119,336 | 71,091 | - |
| - | - | - | - | 81,480 |
| - | - | 21,632 | 69,172 | 20,863 |
| - | - | 313,451 | 198,000 | 101,000 |
| - | - | 1,075,999 | 745,924 | 1,291,208 |
| - | - | 334,064 | 323,781 | 666,849 |
| - | - | 60,000 | 112,180 | 112,180 |
| - | - | 1,470,063 | 1,181,885 | 2,070,237 |

| | | | | |
|---|---|---------|---------|---------|
| - | - | 367,977 | 117,950 | 657,079 |
| - | - | - | 378,625 | - |
| - | - | - | - | 18,092 |
| - | - | - | - | - |
| - | - | - | - | - |
| - | - | 18,674 | 20,229 | 122,792 |
| - | - | 386,651 | 516,804 | 797,963 |
| - | - | - | - | - |
| - | - | 386,651 | 516,804 | 797,963 |

| | | | | |
|---|---|-----------|-----------|-----------|
| - | - | 788,312 | 467,081 | 1,162,274 |
| - | - | 295,100 | 198,000 | 110,000 |
| - | - | 1,083,412 | 665,081 | 1,272,274 |
| - | - | 1,470,063 | 1,181,885 | 2,070,237 |

| | | | | |
|---|---|-----------|-----------|-----------|
| - | - | 1,483,019 | 2,880,534 | 4,179,942 |
| - | - | 154,801 | 296,341 | 601,940 |

| | | | | |
|---|---|-----------|-----------|-----------|
| - | - | 143,304 | - | 462,246 |
| - | - | 473,754 | 97,481 | 159,891 |
| - | - | - | 154,025 | - |
| - | - | - | - | - |
| - | - | - | - | - |
| - | - | 2,254,878 | 3,428,381 | 5,404,019 |

| | | | | |
|---|---|-----------|-----------|-----------|
| - | - | 1,687,210 | 3,026,176 | 3,937,865 |
| - | - | 267,993 | 202,344 | 512,464 |
| - | - | - | - | - |
| - | - | - | - | - |

| | | | | |
|---|---|-----------|-----------|-----------|
| - | - | 1,955,203 | 3,228,520 | 4,450,329 |
| - | - | 655,049 | 910,303 | 682,070 |
| - | - | 188,512 | 120,822 | 143,643 |
| - | - | 2,798,764 | 4,259,645 | 5,276,042 |

| | | | | |
|---|---|-----------|-----------|---------|
| - | - | (543,886) | (831,264) | 127,977 |
|---|---|-----------|-----------|---------|

| | | | | |
|---|---|-----------|---------|---------|
| - | - | 1,623,526 | 125,713 | 158,587 |
| - | - | - | 71,721 | 241,460 |
| - | - | 3,772 | 215,499 | 79,169 |
| - | - | - | - | - |
| - | - | 1,627,298 | 412,933 | 479,216 |

| | | | | |
|---|---|-----------|-----------|-----------|
| - | - | 3,587,076 | 3,938,414 | 5,971,235 |
| - | - | 295,100 | (97,100) | (88,000) |
| - | - | 3,882,176 | 3,841,314 | 5,883,235 |

| | | | | |
|---|---|-----------|-----------|---------|
| - | - | 1,083,412 | (418,331) | 607,193 |
|---|---|-----------|-----------|---------|

| | | | | |
|---|---|---|-----------|---------|
| - | - | - | 1,083,412 | 665,081 |
|---|---|---|-----------|---------|

| | | | | |
|---|---|---|---|---|
| - | - | - | - | - |
|---|---|---|---|---|

| | | | | |
|---|---|-----------|---------|-----------|
| - | - | 1,083,412 | 665,081 | 1,272,274 |
|---|---|-----------|---------|-----------|

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|------------------|------------------|------------------|
| Personnel Service | - | - | 384,980 | 610,409 | 682,536 |
| Administrative Staff Personnel | - | - | 779,948 | 1,495,608 | 2,105,253 |
| Instructional Personnel | - | - | - | 12,128 | 63,333 |
| Non-Instructional Personnel | - | - | - | - | - |
| Personnel Services (Combined) | - | - | - | - | - |
| Total Salaries and Staff | - | - | 1,164,928 | 2,118,145 | 2,851,122 |
| Fringe Benefits & Payroll Taxes | - | - | 166,980 | 369,808 | 488,900 |
| Retirement | - | - | - | - | - |
| Management Company Fees | - | - | - | - | - |
| Building and Land Rent / Lease | - | - | 581,159 | 516,109 | 938,856 |
| Staff Development | - | - | 19,658 | 96,159 | 16,010 |
| Professional Fees, Consultant & Purchased Services | - | - | 424,785 | 491,553 | 273,004 |
| Marketing / Recruitment | - | - | 33,287 | 23,118 | 45,962 |
| Student Supplies, Materials & Services | - | - | 143,779 | 307,001 | 200,797 |
| Depreciation | - | - | 92,694 | 151,862 | 223,654 |
| Other | - | - | 171,494 | 185,890 | 237,737 |
| Total Expenses | - | - | 2,798,764 | 4,259,645 | 5,276,042 |

SCHOOL ANALYSIS

ENROLLMENT

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--------------------------------|---------|---------|---------|---------|---------|
| Chartered Enroll | - | - | 110 | 210 | 300 |
| Revised Enroll | - | - | - | - | - |
| Actual Enroll - GRAPH 4 | - | - | 110 | 213 | 301 |
| Chartered Grades | - | - | 5 | 5-6 | 5-7 |
| Revised Grades | - | - | - | - | - |

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

| | | | | |
|------|------|--------|--------|--------|
| - | - | 13,527 | 13,527 | 13,527 |
| 0.0% | 0.0% | 100.0% | 0.0% | 0.0% |

PER STUDENT BREAKDOWN

Revenue

| | | | | | |
|---------------------------|---|---|---------------|---------------|---------------|
| Operating | - | - | 20,567 | 16,096 | 17,954 |
| Other Revenue and Support | - | - | 14,843 | 1,939 | 1,592 |
| TOTAL - GRAPH 3 | - | - | 35,410 | 18,034 | 19,546 |

Expenses

| | | | | | |
|--|------|------|---------------|---------------|---------------|
| Program Services | - | - | 17,834 | 15,157 | 14,785 |
| Management and General, Fundraising | - | - | 7,694 | 4,841 | 2,743 |
| TOTAL - GRAPH 3 | - | - | 25,528 | 19,998 | 17,528 |
| % of Program Services | 0.0% | 0.0% | 69.9% | 75.8% | 84.3% |
| % of Management and Other | 0.0% | 0.0% | 30.1% | 24.2% | 15.7% |
| % of Revenue Exceeding Expenses - GRAPH 5 | 0.0% | 0.0% | 38.7% | -9.8% | 11.5% |

Student to Faculty Ratio

| | | | | |
|---|---|------|-----|------|
| - | - | 10.0 | 8.9 | 10.8 |
|---|---|------|-----|------|

Faculty to Admin Ratio

| | | | | |
|---|---|-----|-----|-----|
| - | - | 1.8 | 2.7 | 3.1 |
|---|---|-----|-----|-----|

Financial Responsibility Composite Scores - GRAPH 6

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

| | | | | |
|-----|-----|-----------------|-------------------|-----------------|
| 0.0 | 0.0 | 3.0 | 1.3 | 2.3 |
| N/A | N/A | Fiscally Strong | Fiscally Adequate | Fiscally Strong |

Working Capital - GRAPH 7

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

| | | | | |
|------|------|---------|---------|---------|
| 0 | 0 | 689,348 | 229,120 | 493,245 |
| 0.0% | 0.0% | 19.2% | 5.8% | 8.3% |
| 0.0 | 0.0 | 2.8 | 1.4 | 1.6 |
| N/A | N/A | MEDIUM | MEDIUM | MEDIUM |
| N/A | N/A | Good | Good | Good |

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

| | | | | |
|-----|-----|-----------|--------|--------|
| 0.0 | 0.0 | 2.7 | 1.3 | 1.6 |
| N/A | N/A | LOW | MEDIUM | MEDIUM |
| N/A | N/A | Excellent | Good | Good |

Debt to Asset Ratio - GRAPH 7

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

| | | | | |
|-----|-----|-----------|-----------|-----------|
| 0.0 | 0.0 | 0.3 | 0.4 | 0.4 |
| N/A | N/A | LOW | LOW | LOW |
| N/A | N/A | Excellent | Excellent | Excellent |

Months of Cash - GRAPH 8

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

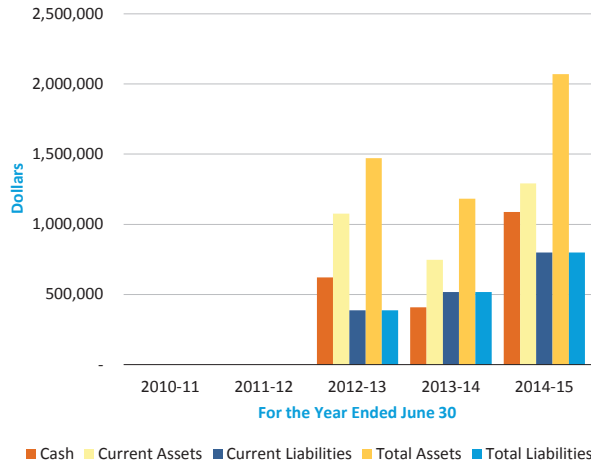
| | | | | |
|-----|-----|--------|--------|--------|
| 0.0 | 0.0 | 2.7 | 1.1 | 2.5 |
| N/A | N/A | MEDIUM | MEDIUM | MEDIUM |
| N/A | N/A | Good | Good | Good |

APPENDIX D: Fiscal Dashboard

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

GRAPH 1

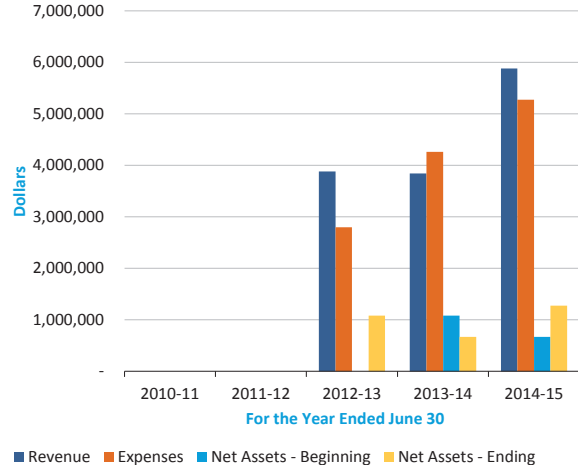
Cash, Assets and Liabilities



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2

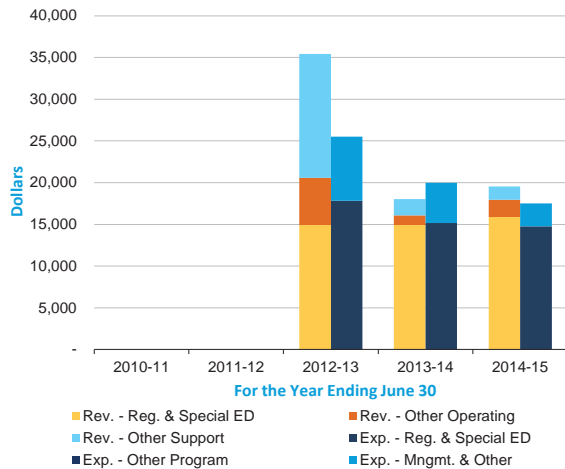
Revenue, Expenses and Net Assets



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.

GRAPH 3

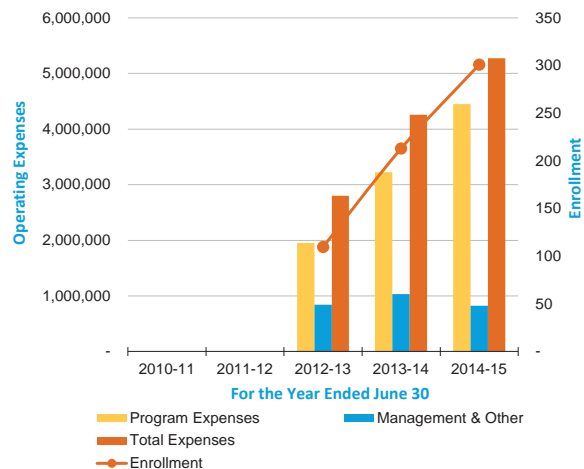
Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4

Enrollment vs. Operating Expenses

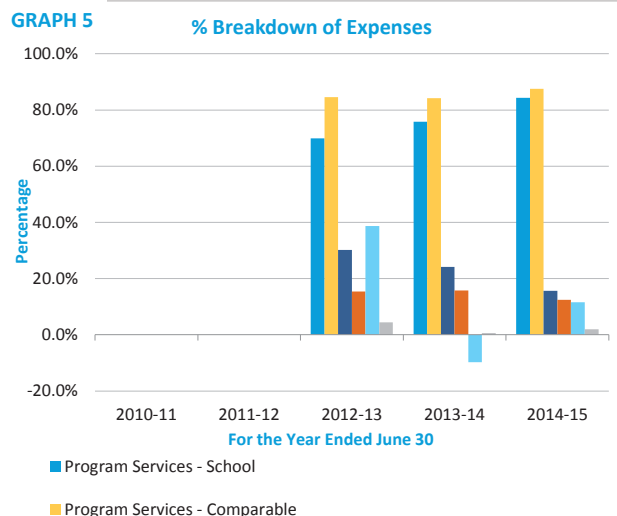


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

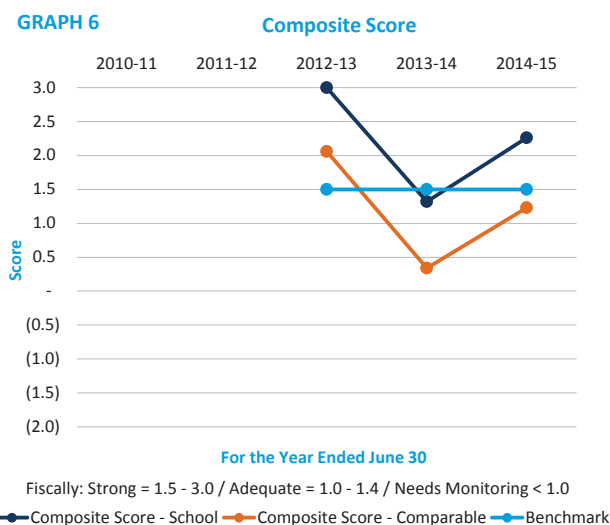
CENTRAL QUEENS ACADEMY CHARTER SCHOOL

Comparable School, Region or Network: New York City & Long Island Schools (Excluding Closed Schools)

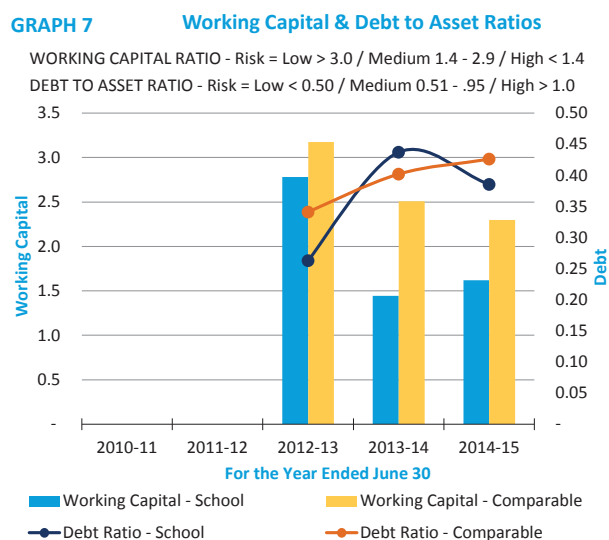
* Average = Average - 5 Yrs. OR Charter Term



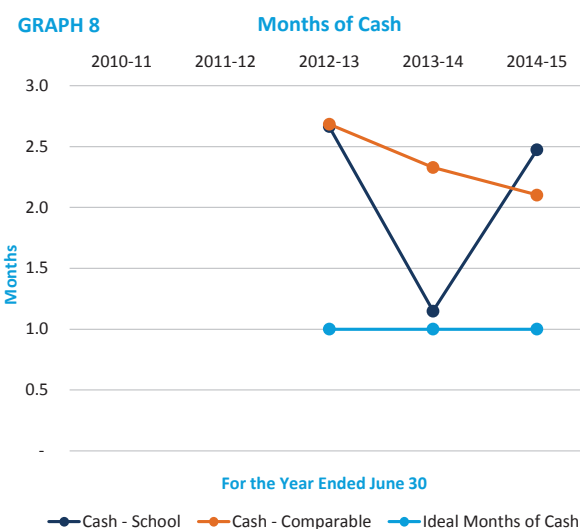
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates Working Capital and Debt to Asset Ratios. The Working Capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The Debt to Asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

