



**Central Queens Academy
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By: Suyin So

55-30 Junction Boulevard

Queens, NY 11373

Suyin So, Executive Director prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Pei Pei Cheng-de Castro	Chair, Executive Committee
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Orpheus Williams	Education Accountability Committee

Suyin So has served as the school leader since 2012.

INTRODUCTION

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

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

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

School Enrollment by Grade Level and School Year

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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

In 2014-2015, CQA's ELA curriculum moved to the Expeditionary Learning-developed curriculum model found on Engageny.org, which is aligned to the Common Core Learning Standards (CCLS). Within these units, there has been an increasing emphasis on students reading grade-level texts with appropriate scaffolds, in order to prepare them for the New York State Exam. ELA instruction takes place for 2 hours per day (2 consecutive periods) by one ELA teacher, sometimes with the assistance of ESL, Special Education or Apprentice Teacher push-in support. In addition to the performance tasks, students took unit exams, Rally! Education Benchmark exams and other internally developed assessment tools. Professional Development was provided for the ELA staff in the form of coaching, external PD's, and internal PD's on school-wide literacy practices.

Our literacy practices program is also a central part of our ELA program. In the 2014-2015 school year, students received small group instruction based on their reading levels in accordance with Fountas and Pinnell Benchmark Assessment System (F&P). The frequent assessment allows for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA's annual reading growth goals. Senior instructional leadership provided extensive professional development on topics such as close reading and paragraph writing.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 5 through 7 grades in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2014-15 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	104			1	105
6	100			1	101
7	95				95
8					
All	299			2	301

Results

Of the students tested in the April 2015 enrolled in CQA's program for a minimum of 2 years, 55% of CQA's 6th grade students were proficient on the ELA exam. 43.2% of 7th grade students were proficient.

Performance on 2014-15 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	37.5	104		
6	55	100	55	100
7	43.2	95	43.2	95
8				
All		299		195

Evaluation

CQA did not meet this goal. Based on the trends detected in 2013 - 2015 exam results, CQA implemented an action plan focused on ELA improvement beginning in 2014 and continuing in the current year. The plan continually contains the priority areas of literacy practices professional development and feedback, differentiated instruction and small group intervention and tutoring programs. Regarding intervention, CQA's most struggling readers, offering an extra 130 minutes per week of intensive literacy intervention. For the most struggling students, we tutored them 3 times per week in small (3:1 phonics & decoding sessions) (Tier 3). For medium-tiered (Tier 2) students, our approach was to provide smaller Guided Reading groups and a shorter cycle of conferring and data-gathering for teachers. Students in Tier 1 with the "lightest" needs received double the conferring time for Tier 2 readers. In the past, CQA has offered weekend and vacation tutoring to support students, an

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

approach which we will continue on an as-needed basis subject to resources available.

Additional Evidence

The three-year trend of ELA test scores at CQA indicate a promising pattern of growth and validation of certain programmatic investments and adjustments. First, CQA's move toward intensified small group instruction to support readers at all levels has increased the reading and writing skills of all learners. Secondly, our emphasis on home-grown and internally developed PD and diagnostics/assessments have, we feel, improved teacher practice and skills to better serve student needs.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6			32	103	55	100
7					43.2	95
8						
All				103		195

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

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

CQA's PLI for the English Language Arts 2014-2015 exam period is 130.77.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
299	14.38	40.47	31.44	13.71

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 40.47 & + & 31.44 & + & 13.71 & = & 85.62 \\
 & & & & 31.44 & + & 13.71 & = & 45.15 \\
 & & & & & & \text{PLI} & = & 130.77
 \end{array}$$

Evaluation

CQA exceeded the PLI for ELA for 2014-2015. While we believe there is a great deal of effort and work to be expended in increasing all student outcomes for our learners, we take heart in the results as an indication that student work ethic combined with teacher development and strategic investments in small group reading and writing intervention has borne fruit.

Goal 1: Comparative Measure

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

Method

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

Results

CQA has exceeded the surrounding district results in ELA for two consecutive years. We hope to continue this trend.

2014-15 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested

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

3				
4				
5				
6	55	100	31.1	4,044
7	43.2	95	31.6	4,047
8				
All				

Evaluation

CQA exceeded student outcomes for our home district, Community School District 24, for grades 6 and 7 English Language Arts results.

Additional Evidence

In 2014-2015, CQA exceeded CSD 24 in all tested grades for ELA for the two grade levels currently enrolled for at least two years at CQA, grades 6 and 7.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5						
6			32	26	55	31.1
7					43.2	31.6
8						
All	N/A	N/A				

Goal 1: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage.

The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

CQA's effect size for all tested grades in 2013-2014 was 1.35, in excess of the Effect Size of .3 standard for performing higher than expected.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	86.4	110	36	18.2	17.8	1.53
6	85.7	103	32	16.0	16.0	1.16
7						
8						
All	86.0	213	34.1	17.2	16.9	1.35

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

CQA met the measure for Overall Comparative Performance.

Additional Evidence

As a school entering its fourth year, CQA does not have sufficient prior data for meaningful analysis of progress over time.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically	Number Tested	Actual	Predicted	Effect Size
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		Disadvantaged				
2011-12						
2012-13						
2013-14	5,6	86	213	34.1	17.2	1.35

Goal 1: Growth Measure⁴

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁵

Results

In 2013-2014, CQA's Mean Growth Percentile grade level exceeded the Statewide Median in all tested grade levels.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	58	50.0
6	57	50.0
7		50.0
8		50.0
All	<u>65</u>	50.0

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

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

Evaluation

The school's overall unadjusted Mean Growth Percentile was 64, exceeding New York State's unadjusted Median Growth Percentile of 51 by 14 points.

Additional Evidence

CQA is encouraged by the 2013-2014 results and looks forward to collecting additional data in future years to better assess areas for improvement and growth.

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

Grade	Mean Growth Percentile			
	2011-12 ⁶	2012-13	2013-14	Statewide Median
4				50.0
5			58	50.0
6			57	50.0
7				50.0
8				50.0
All			64	50.0

Goal 1: Optional Measure

Include additional measures that are part of the Accountability Plan.

Method

Results

Evaluation

Additional Evidence

Summary of the English Language Arts Goal

For 2014-2015, CQA met four out of five ELA goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the	Achieved

⁶ Grade level results not available.

	state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved
	Write in optional measure here	N/A

Action Plan

CQA's action plan for improving in English Language Arts will continue prior focus areas of literacy practices, small group intensive tutoring and instruction and internally developed assessment and professional development practices. Additionally, in 2015-2016 our ELA team will renew efforts to further align our ELA program to CCLS by adopting the ELA curriculum developed by Expeditionary Learning and found on engageny.org. We will also incorporate more non-fiction reading and writing opportunities and increasing teacher professional development opportunities in these critical areas.

MATHEMATICS

Goal 2: Mathematics

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

Background

In 2014-2015, CQA aligned our grades 6 and 7 math programs to adopt the recommended math curriculum created by Expeditionary Learning on engageny.org. Our grade 5 curriculum using Singapore Math has not been modified.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 5 through 7 grades in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	104			1	105
6	100			1	101
7	95				95
8					
All	299			2	301

Results

In 2014-2015, 75% of CQA's grade 6 cohort met proficiency on the Mathematics exam. 51.6% of the grade 7 met proficiency.

**Performance on 2014-15 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	62.5	104		
6			75	100
7			51.6	95
8				
All				

Evaluation

⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

CQA partially met this measure in that one of the two cohorts enrolled for at least two years met the 75% goal. For all grades, CQA intends to intensify efforts to provide struggling students with small group tutoring and instruction to rapidly increase student math outcomes.

Additional Evidence

The three-year trend of Mathematics test scores at CQA indicates a promising pattern of growth and validation of certain programmatic investments and adjustments. First, CQA's move toward intensified small group instruction to support readers at all levels has increased the reading and writing skills of all learners. Secondly, our emphasis on home-grown and internally developed PD and diagnostics/assessments have, we feel, improved teacher practice and skills to better serve student needs.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	43.6	110	70	110	62.5	104
6			64	103	75	101
7					51.6	95
8						
All						

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

⁸ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Results

In 2014-2015, CQA's Mathematics Performance Level Index was 153.2

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
299	10.0	26.8	37.1	26.0

$$\begin{array}{rclclclclcl} \text{PI} & = & 26.8 & + & 37.1 & + & 26 & = & 89.9 \\ & & & & 37.1 & + & 26 & = & \underline{63.2} \\ & & & & & & \text{PLI} & = & 153.2 \end{array}$$

Evaluation

In 2014-2015, CQA's Mathematics PLI value of 153.2 exceeded the Annual Measurable Objective of 94.

Goal 2: Comparative Measure

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

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁹

Results

CQA's aggregate performance in tested grades 6 and 7 exceeded the test results for surrounding Community School District 24's percentage of tested students at proficiency.

2014-15 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency	
	Charter School Students In At Least 2 nd Year	All District Students

⁹ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	75	100	38.5	4,109
7	51.6	95	41.2	4,138
8				
All				

Evaluation

CQA met the measure for both applicable tested grades 6 and 7.

Additional Evidence

As a fourth-year school, CQA does not have sufficient data to provide meaningful year-over-year analysis compared to the surrounding district.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5						
6			36.4	30	75	38.5
7					51.6	41.2
8						
All						

Goal 2: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the

predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

CQA's Overall Effect Size for Mathematics Comparative Performance in 2013-2014 was 2.23.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	86.4					
4						
5		110	70	26.7	43.3	2.44
6		103	64	23.2	40.8	2.00
7						
8						
All	86.0	213	67.1	25.0	42.1	2.23

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

CQA met the Overall Comparative Performance measure.

Additional Evidence

As a school entering its fourth year, CQA does not have sufficient prior data for meaningful analysis over time.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12						
2012-13						

2013-14	5,6	86	213	67.1	25.0	2.23
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Goal 2: Growth Measure¹⁰

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹¹

CQA's mean growth percentile in 2013-2014 for mathematics exceeded the statewide median for all eligible grade levels.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	76	50.0
6	68	50.0
7		50.0
8		50.0
All		50.0

Evaluation

CQA met the measure. Both 5th and 6th grade mean growth percentile exceeded the statewide median mean growth percentile.

¹⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹¹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Additional Evidence

CQA does not have sufficient year over year data to provide a meaningful analysis of prior mean growth percentile.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4				50.0
5			76	50.0
6			68	50.0
7				50.0
8				50.0
All				50.0

Goal 2: Optional Measure

Include additional measures that are part of the Accountability Plan.

Method

Results

Evaluation

Additional Evidence

Summary of the Mathematics Goal

CQA met four out of five accountability plan goals and partially met the fifth.

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

¹² Grade level results not available.

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

Action Plan

CQA's action plan for improving in mathematics will continue prior focus areas of small group intensive tutoring and instruction and internally developed assessment and professional development practices.

SCIENCE – N/A

CQA will begin testing Science in spring 2016.

NCLB

Goal 4: NCLB

The School will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

Method

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

Results

CQA is in Good Standing.

Evaluation

CQA has met this goal.

Additional Evidence

CQA has maintained Good Standing for all years of operations (2013, 2014 and 2015).

NCLB Status by Year

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing