

# I. SCHOOL INFORMATION AND COVER PAGE

Created Tuesday, July 22, 2014  
Updated Thursday, July 31, 2014

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## Page 1

### 1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

342400861025 CENTRAL QUEENS ACADEMY CS

### 2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 24

### 4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
55-30 Junction Blvd. Elmhurst, NY 11373	718-271-6200	718-271-6900	ashish.kapadia@centralqueensacademy.org

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Suyin So
Title	Executive Director
Emergency Phone Number (###-###-####)	

### 5. SCHOOL WEB ADDRESS (URL)

www.centralqueensacademy.org

### 6. DATE OF INITIAL CHARTER

2011-09-01 00:00:00

### 7. DATE FIRST OPENED FOR INSTRUCTION

2012-08-01 00:00:00

### 8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

**9. GRADES SERVED IN SCHOOL YEAR 2013-14**

Check all that apply

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- 5

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- 6

**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes/No	Name of CMO/EMO
No	

## 11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

## 12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	55-30 Junction Blvd Elmhurst, NY 11373	718-271-6200	CSD 24	5, 6	Yes	Rent/Lease
Site 2	88-24 Myrtle Avenue Glendale, NY 11385	718-850-3111	CSD 24	7	No	Rent/Lease

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Ashish Kapadia	[REDACTED]	[REDACTED]	ashish.kapadia@centralqueensacade my.org
Operational Leader	Ashish Kapadia	[REDACTED]	[REDACTED]	ashish.kapadia@centralqueensacade my.org
Compliance Contact	Therese Paskoff	[REDACTED]	[REDACTED]	therese.paskoff@centralqueensacade my.org
Complaint Contact	Ashish Kapadia	[REDACTED]	[REDACTED]	ashish.kapadia@centralqueensacade my.org

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Ashish Kapadia	[REDACTED]	[REDACTED]	ashish.kapadia@centralqueensacade my.org
Operational Leader	Ashish Kapadia	[REDACTED]		ashish.kapadia@centralqueensacade my.org
Compliance Contact	Therese Paskoff	[REDACTED]	[REDACTED]	therese.paskoff@centralqueensacade my.org
Complaint Contact	Ashish Kapadia	[REDACTED]		ashish.kapadia@centr laqueensacade my.org

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

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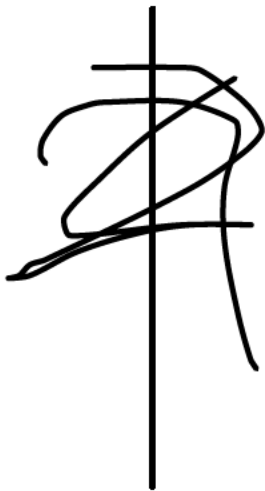
• Yes

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Signature, Head of Charter School

A handwritten signature in black ink, appearing to be 'S. J. [unclear]', written on a white background.

Signature, President of the Board of Trustees

A handwritten signature in black ink, appearing to be 'R. [unclear]', written on a white background.

Thank you.

# Appendix A: Link to the New York State School Report Card

Created Thursday, July 31, 2014

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## Page 1

Charter School Name: 342400861025 CENTRAL QUEENS ACADEMY CS

### 1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000071161>



**Central Queens Academy  
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By: Suyin So  
55-30 Junction Boulevard  
Queens, NY 11373

**Suyin So, Executive Director**, prepared this 2013-14 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
Jason Ng	Vice-Chair, Executive Committee
Christine Algozo	Secretary, Executive Committee and Education Accountability Committee
Kristen Gray	Treasurer, Executive Committee, Finance and Audit Committee
Rany Ng	Executive Committee
Jenny Rodriguez	Education Accountability Committee (chair)
Aaron Ong	Finance and Audit Committee, Facility Task Force
Ann�se Kim	Finance and Audit Committee, Facility Task Force
Grace Chao	Finance and Audit Committee

**Suyin So has served as the Executive Director since 2012.**



## INTRODUCTION

The mission of Central Queens Academy Charter School is to prepare middle school students for success in education, the workforce and the community through a school that integrates literacy, high standards-based academics and culturally responsive supportive services. CQA will lay a foundation for students to be able to graduate and attend the competitive high school of their choice, and to go on and excel in college. Currently serving grades 5-7, CQA will serve grades 5-8 at full scale as a middle school.

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. Over the next two years, we will grow to serve grades five through eight, eventually adding 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's founding team sought to best position the school to reach 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 (Cantonese, Mandarin and Taishanese), Tibetan, Hindi and Gujarati.

### **2014-2015 Student Information**

- Classified ELL: 15%
- Home Language Other than English: 70%
  - Other languages include Spanish, Chinese (Mandarin & Cantonese), Tibetan, and Hindi.
- Race/Ethnicity:
  - 65% Hispanic/Latino
  - 22% Asian/Pacific Islander
  - 9% African-American
  - 3% Caucasian/White
- Gender: 53% Female/47% Male
- Economically Disadvantaged: 85%
- SPED: 12% Individualized Education Plans

### **School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11														
2011-12														
2012-13						110								110
2013-14						110	105							215

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

### Background

Our ELA curriculum is based largely on the Lucy Calkins Workshop models, wherein teachers construct units of study around themes and genres. Reading and writing units run for approximately 4-6 weeks and conclude with a performance task, 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 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, NWEA, and Rally! Education Benchmark exams. 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 2013-2014 school year, students received guided reading practice four times per week in small groups (between 4-12 students per group, depending on level). Students were assessed five times throughout the school year using the Fountas and Pinnell Benchmark Assessment System. The frequent assessment allows for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA's annual reading growth goals. Teachers were provided with internal PD on literacy and Guided Reading.

### 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 grades 5 and 6 in April 2014. 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.

### 2013-14 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	110	0	0	0	110
6	103	0	0	0	103
7					
8					
All	213				213

## Results

Of the 103 students enrolled in their second year at CQA in the 2013-2014 school year, 32% attained Level 3 or Level 4 in the April 2014 ELA test.

### Performance on 2013-14 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	32	103	32%	103
7				
8				
All	32%	103	32%	103

## Evaluation

Based on the specific results and patterns resulting from 2012-2013 and associated with this goal, CQA has implemented an action plan to improve academic performance in ELA. While the plan is continually refined, we have identified the following priority areas:

### Professional Development

To build on the literacy practices program put into place in the first two years, CQA will continue to increase and strengthen professional development and observation feedback for teachers. In particular, the senior instructional leadership team (ILT), led by School Director Ashish Kapadia, will provide teachers with more frequent observation and feedback as well as direct on-site professional development. Using a data-driven

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<sup>1</sup> 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, the ILT will focus on providing frequent and well-tailored feedback to teachers.

### **Differentiated Instruction**

Another priority area for CQA instruction beginning this year is an emphasis on differentiated instruction. Director Kapadia, along with CQA's three assistant principals (Glenn Liebeck, Brienne McGuinness, Dee-Ann Martell) will be focusing instructional skills development on introducing the methods and practices of sound differentiated, student-centered teaching. Because CQA is a new school with a relatively young teaching faculty, the skills capability of our instructional faculty varies. Accordingly, as we commit to differentiating our approach for students, we also want to tailor our approach for teacher learning and development as well.

### **Continuation of Intervention Program**

In 2013, CQA developed an intervention program, which provided an extra 130 minutes per week of intensive literacy intervention. We have developed a tiered strategic interventions approach for our 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. CQA also offered vacation tutoring "bootcamps" for students identified by the ILT, which contributed to student preparation and readiness. In the 2014-2015 school year, we intend to continue this approach.

### **Additional Evidence**

#### **English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5			N/A	N/A	N/A	N/A
6					32%	103
7						
8						
All	N/A	N/A			32%	103

#### **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 2013-14 English language arts AMO of 89. 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.<sup>2</sup>

## Results

Of the 213 students enrolled at CQA in 2013-2014, 23% attained Level 1 in the ELA April 2014 exam. 43% attained Level 2. 22% attained Level 3 and 12% attained Level 4, resulting in a PLI of 111. The AMO is 89.

### English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
213	23%	43%	22%	12%

$$\begin{array}{rclclclclclclclcl}
 \text{PI} & = & & 43 & + & & 22 & + & & 12 & = & & 77 \\
 & & & & & & \% & & & \% & & & \\
 & & & & & & 22 & + & & 12 & = & & 34 \\
 & & & & & & \% & & & \% & & & \\
 & & & & & & & & & \text{PLI} & = & & 111
 \end{array}$$

## Evaluation

CQA met the Absolute Measure, exceeding the AMO by 22 points.

### 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.<sup>3</sup>

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

<sup>3</sup> 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

## Results

Of the 103 CQA students enrolled in their second year at CQA in 2013-2014, 32% attained proficiency. In the surrounding district, District 24, 26% attained proficiency out of a total number tested of 3,924.

### 2013-14 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	32%	103	26%	3924
7				
8				
All		103		3924

## Evaluation

CQA met the Comparative Measure, exceeding the aggregate district performance by 6 percentage points in the 6<sup>th</sup> grade.

## Additional Evidence

### 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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	N/A	N/A	N/A	N/A		
6					32%	26%
7						
8						
All					32%	26%

### 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

release of the data on its [News Release webpage](#).

expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>4</sup>

## 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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

## Results

CQA's 2012-2013 results in ELA, for 109 tested fifth grade students, produced an Actual result of 22% proficiency versus a predicted proficiency rate of 19.7. The difference between actual and predicted was 2.2, resulting in an Effect Size of .18.

### **2012-13 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	83.5	109	22.0	19.8	2.2	0.18
4						
5						
6						
7						
8						
All	83.5	109	22.01	19.8	2.2	0.18

<b>School's Overall Comparative Performance:</b>
Slightly higher than expected

## Evaluation

<sup>4</sup> The Institute will continue using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.



In 2012-2013, CQA did not meet the measure in ELA; its aggregate Effect Size did not exceed .3.

## Additional Evidence

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11						
2011-12						
2012-13	5	86%	110	22.0	19.8	0.18

### Goal 1: Growth Measure<sup>5</sup>

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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>6</sup>

## Results

### 2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3		50.0
4		50.0

<sup>5</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>6</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

Grade	Mean Percentile	Growth
5	54.1	50.0
6		50.0
7		50.0
8		50.0
All	<b>54.1</b>	50.0

### Evaluation

In 2012-2013, CQA met the measure. Its overall mean growth percentile of 54.1 is greater than the state median of 50<sup>th</sup> percentile.

### Additional Evidence

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

Grade	Mean Growth Percentile			
	2010-11 <sup>7</sup>	2011-12 <sup>7</sup>	2012-13	Statewide Average
3				50.0
4				50.0
5			54.1	50.0
6				50.0
7				50.0
8				50.0
All				50.0

#### Goal 1: Optional Measure

N/A.

Method

Results

Evaluation

### Summary of the English Language Arts Goal

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

<sup>7</sup> Grade level results not available.

	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 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

### Action Plan

Based on the specific results and patterns resulting from 2013-2014 and associated with this goal, CQA has implemented an action plan to improve academic performance in ELA. While the plan is continually refined, we have identified the priority areas discussed above (Professional Development, Differentiated Instruction and Continuation of Intervention).

We intend to offer professional development series on differentiated instruction and writing.

There will also be closer supervision of mathematics, ESL and special education instruction as well as an in-house developed set of interim assessments that measure a greater quantity of CCLS. In curriculum, the ILT intends to realign the ELA curriculum in grades 5 and 6 to better match the CCLS, and to develop the ELA curriculum in grade 7 to align with CCLS.

## MATHEMATICS

### Goal 2: Mathematics

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

### Background

CQA's Math curriculum is based largely on the Math in Focus model, which utilizes the Singapore Mathematics approach. Teachers construct units of study around topics that align with the Common Core Learning Standards. Math units run for approximately 4-6 weeks and conclude with a performance task, which is aligned to the Common Core Learning Standards. Math instruction takes place for 1 hour per day by one Math teacher, sometimes with the assistance of Special Education or Apprentice Teacher push-in support. In addition to the performance tasks, students took unit exams, NWEA, and Rally Benchmark exams. Professional Development was provided for the Math staff in the form of coaching, external PD's.

Our Math Computation program is also a central part of our ELA program. Four times per week, students receive additional instruction on basic math computation facts to increase accuracy, speed, and automaticity. Teachers were provided with internal PD on how to run effective Math Computation sessions.

### **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 grade 5 and 6 in April 2014. 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.

**2013-14 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>8</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	110				110
6	103				103
7					
8					
All	213				213

### **Results**

**Performance on 2013-14 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3				

<sup>8</sup> 8 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.

4				
5				
6	64%	103	64%	103
7				
8				
All	64%	103	64%	103

## Evaluation

### Additional Evidence

Because CQA is in its third year, year-to-year trend analysis is not available in great depth or quantity. Nevertheless, the direction of the mathematics results are promising and warrant additional study of how to institutionalize teaching and learning practices to maintain this strong momentum.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5			N/A	N/A	N/A/	N/A/
6					64%	103
7						
8						
All					64%	103

### 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 2013-14 mathematics AMO of 86. 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.<sup>9</sup>

## Results

In 2013-2014, of the 213 students enrolled at CQA, 12% attained Level 1 on the Mathematics April 2014 exam. 21% attained Level 2. 36% attained Level 3, and 31 attained Level 4 for a total proficiency of 67% in the aggregate across two grades (5 and 6).

### Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
213	12	21	36	31

$$\begin{array}{rclclclclcl}
 \text{PI} & = & & 21 & + & & 36 & + & & 31 & = & 88 \\
 & & & & & & 36 & + & & 31 & = & \underline{67} \\
 & & & & & & & & & \text{PLI} & = & 155
 \end{array}$$

## Evaluation

In the 2013-2014 Mathematics results, CQA met the Performance Level Index measure. Its PLI is 155 compared to an AMO of 86. The performance of CQA's 6<sup>th</sup> grade students in levels 3 and 4, both of which were above 30, contributed greatly to the school's overall position.

### 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 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.<sup>10</sup>

## Results

In 2013-2014, CQA had one class, Grade 6, of 103 tested students enrolled in their second year at CQA. Of these 103 tested students, 66 students attained a Level 3 or 4 in the April 2014 Mathematics examination. District 24, CQA's surrounding district, recorded a total of 4,006 tested students in the 6<sup>th</sup> grade, of whom 38% attained proficiency.

<sup>9</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<sup>10</sup> 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](#).

**2013-14 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	64%	103	38%	4,006
7				
8				
All	<b>64%</b>	103	<b>38%</b>	4,006

**Evaluation**

CQA met the Comparative Measure, exceeding the surrounding district's percentage of proficiency by about 26 percentile points.

**Additional Evidence**

Because CQA is in its third year, comparative data is not available for significant periods of time.

**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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5						
6					64%	38%
7						
8						
All					64%	38%

**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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>11</sup>

<sup>11</sup> The Institute will continue using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

## 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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

## Results

In 2012-2013, in Mathematics Comparative Performance, 43.6% of CQA's fifth grade class attained a Level 3 or 4 on the state exam. The predicted performance was 20.1%. The difference between Actual and Predicted was 23.5%. The Effect Size was 1.55.

### **2012-13 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	83.6%					
4						
5			43.6%	20.1	23.5%	1.55
6						
7						
8						
All						

<b>School's Overall Comparative Performance:</b>
<b><i>Higher than expected to a large degree</i></b>

## Evaluation

In 2012-2013, CQA met the measure of Comparative Performance for mathematics. The school's aggregate Effect Size exceeded .3 (1.55).

## Additional Evidence



Compared to similar schools statewide (defined as first-year charter middle schools in New York City), CQA's mathematics comparative performance was relatively strong. Data recorded by the New York City Charter School indicated that CQA's grade 5 math scores were in the top quartile for other grade 5 results of other first-year charter middle schools.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11						
2011-12						
2012-13	5	83.6	110	43.6	23.5	1.55

### Goal 2: Growth Measure<sup>12</sup>

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>13</sup>

In 2012-2013, CQA's grade 5 results in Mathematics resulted in a mean growth percentile of 65.0.

### 2012-13 Mathematics Mean Growth Percentile by Grade Level

<sup>12</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>13</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

Grade	Mean Growth Percentile	
	School	Statewide Average
3		50.0
4		50.0
5	65.0	50.0
6		50.0
7		50.0
8		50.0
All	<b>65.0</b>	50.0

### Evaluation

In 2012-2013, CQA met the mean growth measure. The school's overall mean growth percentile of 65.0 is greater than the state median of the 50<sup>th</sup> percentile.

### Additional Evidence

Because CQA is in its third year, comparative data is not available for significant periods of time.

### Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 <sup>14</sup>	2011-12 <sup>14</sup>	2012-13	Statewide Average
3				50.0
4				50.0
5				50.0
6			65.0	50.0
7				50.0
8				50.0
All			65.0	50.0

### Goal 2: Optional Measure

N/A.

#### Method

#### Results

#### Evaluation

### Summary of the Mathematics Goal

<sup>14</sup> Grade level results not available.

In Mathematics, CQA did not achieve one out of four goals, failing to produce a results of 75% proficiency. CQA met the PLI and two Comparative 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 mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
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 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

## Action Plan

Based on the specific results and patterns resulting from 2013-2014 and associated with this goal, CQA has implemented an action plan to improve academic performance in Math. While the plan is continually refined, we have identified the following priority areas in addition to those outlined above (Professional Development, Differentiated Instruction and Continuation of Intervention).

We intend to offer professional development series on differentiated instruction and writing.

There will also be closer supervision of mathematics, ESL and special education instruction as well as an in-house developed set of interim assessments that measure a greater quantity of CCLS. In curriculum, the ILT intends to realign the math curriculum in grades 5 and 6 to better match the CCLS, and to develop the math curriculum in grade 7 to align with CCLS.

## SCIENCE

### Goal 3: Science

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

## **Background**

Our Science curriculum is based largely on the IQWST model produced by Sangari, which utilizes a hands-on inquiry approach. Teachers construct units of study around topics that align with the Next Generation Science Standards (NGSS). Science units run for approximately 4-6 weeks and conclude with a performance task, which is aligned to the NGSS. Science instruction takes place for 1 hour per day by one Science teacher, sometimes with the assistance of Special Education or Apprentice Teacher push-in support.

### **Goal 3: Absolute Measure**

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

## **Method**

The school did not administer the New York State Testing Program science assessment to students in spring 2014 as CQA will not have 8<sup>th</sup> grade students until the spring of 2016.

## **Action Plan**

To prepare CQA students for the 2016 8<sup>th</sup> grade science examination and equip them with NGSS-appropriate learning skills, CQA prioritized an improved science physical facility in its new annex building for 7<sup>th</sup> and 8<sup>th</sup> grade students. The new building offers a more equipped 7<sup>th</sup> grade science instructional environment, e.g. science laboratory and science kits.

## **Professional Development**

This year, we again intend to send each Science Teacher to at least one external PD or conference that will help them improve their practice.

## **Non-fiction Reading / Close-reading**

An emphasis will be placed on non-fiction reading across the content areas for purposes of reading to learn. Students will receive instruction on close reading as an instructional priority area in order to strengthen their skills of reading and writing in science.

## **Assessment**

Last year, we did not have any type of science benchmark assessment. Currently, we are looking for an assessment system that will be implemented for a middle and end-of-year assessment to assess progress towards mastery of key standards, as we prepare our students for the Science Exam in Eighth Grade.

## **NCLB**

### **Goal 4: NCLB**

CQA will make Adequate Yearly Progress.

**Goal 4: Absolute Measure**

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

**Method**

Since *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**

Good Standing

**Evaluation**

CQA is considered to be in Good Standing pursuant to NCLB for the 2013-2014 school year.

**NCLB Status by Year**

Year	Status
2011-12	N/A
2012-13	Good Standing
2013-14	Good Standing

# Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Monday, July 14, 2014  
Updated Tuesday, July 29, 2014

## Page 1

Charter School Name: 342400861025 CENTRAL QUEENS ACADEMY CS

### B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

#### 1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child   Line 1: Total Expenditures	3622199
1. Total Expenditures Per Child   Line 2: BEDS Day Pupil Count	215
1. Total Expenditures Per Child   Line 3: Divide Line 1 by Line 2	16847

#### 2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 1: Relevant Personnel Services Cost (Row)	326795
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 2: Management and General Cost (Column)	285378
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 3: Sum of Line 1 and Line 2	612173
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 4: BEDS Day Pupil Count	215
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 5: Divide Line 3 by the BEDS Day Pupil Count	2847

Thank you.

# New York State Education Department

## Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

### 2014-15 Budget & Cash Flow Template

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#### General Instructions and Notes for New Application Budgets and Cash Flows Templates

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1	Complete ALL SIX columns in <b>BLUE</b>
2	Enter information into the <b>GRAY</b> cells
3	Cells containing <b>RED</b> triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at <a href="https://stateaid.nysed.gov/charter/">https://stateaid.nysed.gov/charter/</a> . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.



**CENTRAL QUEENS ACADEMY CHARTER SCHOOL**

**PROJECTED BUDGET FOR 2014-2015**

CENTRAL QUEENS ACADEMY CHARTER SCHOOL PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	4,610,759	438,974	-	173,000	514,501	5,737,234	
Total Expenses	3,842,810	396,661	-	166,806	864,056	5,270,334	
Net Income	767,949	42,313	-	6,194	(349,556)	466,900	
Actual Student Enrollment	-	-				-	
Total Paid Student Enrollment	-	-				-	
PROGRAM SERVICES							
SUPPORT SERVICES							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue	CY Per Pupil Rate						
District of Location	\$13,777.00						
School District 2 (Enter Name)	4,339,755	-	-	-	-	4,339,755	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
	4,339,755	-	-	-	-	4,339,755	
Special Education Revenue	-	375,775	-	-	-	375,775	
Grants							
Stimulus	169,976	-	-	-	-	169,976	
Other	-	-	-	-	-	-	
Other State Revenue	-	-	-	-	-	-	
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>4,509,731</b>	<b>375,775</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,885,506</b>	
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	46,975	-	-	-	46,975	
Title I	77,533	-	-	-	-	77,533	
Title Funding - Other	-	16,224	-	-	-	16,224	
School Food Service (Free Lunch)	-	-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other Federal Revenue	-	-	-	-	-	-	
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>77,533</b>	<b>63,199</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>140,732</b>	
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations, Fundraising	-	-	-	75,000	605,001	680,001	
Erate Reimbursement	-	-	-	-	-	-	
Interest Income, Earnings on Investments,	-	-	-	-	7,500	7,500	
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	23,495	-	-	-	-	23,495	
Other Local Revenue	-	-	-	-	-	-	
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>23,495</b>	<b>-</b>	<b>-</b>	<b>75,000</b>	<b>612,501</b>	<b>710,996</b>	
<b>TOTAL REVENUE</b>	<b>4,610,759</b>	<b>438,974</b>	<b>-</b>	<b>75,000</b>	<b>612,501</b>	<b>5,737,234</b>	
							List exact titles and staff FTE's ( Full time equivalent)
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
	No. of Positions						
Executive Management	1.00	-	-	96,542	41,375	137,917	
Instructional Management	1.00	145,357	14,376	-	-	159,733	
Deans, Directors & Coordinators	3.00	335,972	33,228	-	-	369,200	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	5.00	-	-	-	291,929	291,929	
Administrative Staff	2.00	-	-	-	89,878	89,878	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>12</b>	<b>481,329</b>	<b>47,604</b>	<b>96,542</b>	<b>423,182</b>	<b>1,048,657</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	21.00	1,367,302	-	-	-	1,367,302	
Teachers - SPED	2.00	-	154,443	-	-	154,443	
Substitute Teachers	3.00	109,476	10,827	-	-	120,303	
Teaching Assistants	-	-	-	-	-	-	

**CENTRAL QUEENS ACADEMY CHARTER SCHOOL**

**PROJECTED BUDGET FOR 2014-2015**

CENTRAL QUEENS ACADEMY CHARTER SCHOOL PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
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Total Expenses	3,842,810	396,661	-	166,806	864,056	5,270,334	
Net Income	767,949	42,313	-	6,194	(349,556)	466,900	
Actual Student Enrollment	-	-				-	
Total Paid Student Enrollment	-	-				-	
PROGRAM SERVICES							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Specialty Teachers	-	-	-	-	-	-	
Aides	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	
Other	1.00	75,621	7,479	-	-	83,100	
<b>TOTAL INSTRUCTIONAL</b>	<b>27</b>	<b>1,552,399</b>	<b>172,749</b>	<b>-</b>	<b>-</b>	<b>1,725,148</b>	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	1.00	62,426	6,174	-	-	68,600	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>1</b>	<b>62,426</b>	<b>6,174</b>	<b>-</b>	<b>-</b>	<b>68,600</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>40</b>	<b>2,096,154</b>	<b>226,527</b>	<b>-</b>	<b>96,542</b>	<b>2,842,405</b>	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		183,195	19,299	-	7,384	31,362	241,241
Fringe / Employee Benefits		168,790	17,093	-		27,776	213,658
Retirement / Pension		34,613	3,505	-		5,696	43,813
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>386,598</b>	<b>39,897</b>	<b>-</b>	<b>7,384</b>	<b>64,833</b>	<b>498,712</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>		<b>2,482,752</b>	<b>266,424</b>	<b>-</b>	<b>103,926</b>	<b>488,015</b>	<b>3,341,117</b>
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	21,000	21,000
Legal		-	-	-	-	50,000	50,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		37,960	3,640	-	1,300	9,100	52,000
Special Ed Services		-	5,000	-	-	-	5,000
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		20,000	-	-	5,000	99,400	124,400
<b>TOTAL CONTRACTED SERVICES</b>		<b>57,960</b>	<b>8,640</b>	<b>-</b>	<b>6,300</b>	<b>179,500</b>	<b>252,400</b>
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	2,000	2,000
Classroom / Teaching Supplies & Materials		75,000	-	-	-	-	75,000
Special Ed Supplies & Materials		-	3,000	-	-	-	3,000
Textbooks / Workbooks		68,475	-	-	-	-	68,475
Supplies & Materials other		15,000	-	-	-	-	15,000
Equipment / Furniture		-	-	-	-	-	-
Telephone		12,775	1,225	-	438	3,063	17,500
Technology		19,783	1,897	-	678	4,743	27,100
Student Testing & Assessment		22,813	2,187	-	-	-	25,000
Field Trips		20,075	1,925	-	-	-	22,000
Transportation (student)		-	-	-	-	-	-
Student Services - other		68,438	6,562	-	-	-	75,000
Office Expense		36,719	3,521	-	956	9,104	50,300
Staff Development		48,000	-	-	-	7,000	55,000
Staff Recruitment		9,000	1,000	-	-	-	10,000
Student Recruitment / Marketing		14,144	1,356	-	-	-	15,500
School Meals / Lunch		11,406	1,094	-	-	-	12,500
Travel (Staff)		-	-	-	-	3,500	3,500
Fundraising		-	-	-	43,000	-	43,000

**CENTRAL QUEENS ACADEMY CHARTER SCHOOL**

**PROJECTED BUDGET FOR 2014-2015**

CENTRAL QUEENS ACADEMY CHARTER SCHOOL PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	4,610,759	438,974	-	173,000	514,501	5,737,234	
Total Expenses	3,842,810	396,661	-	166,806	864,056	5,270,334	
Net Income	767,949	42,313	-	6,194	(349,556)	466,900	
Actual Student Enrollment	-	-				-	
Total Paid Student Enrollment	-	-				-	
PROGRAM SERVICES							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Other	-	-	-	-	6,000	6,000	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>421,627</b>	<b>23,767</b>	<b>-</b>	<b>45,071</b>	<b>35,409</b>	<b>525,874</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	45,076	5,008	-	589	8,249	58,923	
Janitorial	141,525	15,725	-	1,850	25,900	185,000	
Building and Land Rent / Lease	524,958	58,329	-	6,862	96,071	686,220	
Repairs & Maintenance	22,950	2,550	-	300	4,200	30,000	
Equipment / Furniture	21,267	2,363	-	278	3,892	27,800	
Security	7,650	850	-	100	1,400	10,000	
Utilities	42,075	4,675	-	550	7,700	55,000	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>805,501</b>	<b>89,500</b>	<b>-</b>	<b>10,529</b>	<b>147,412</b>	<b>1,052,943</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>74,970</b>	<b>8,330</b>	<b>-</b>	<b>980</b>	<b>13,720</b>	<b>98,000</b>	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>3,842,810</b>	<b>396,661</b>	<b>-</b>	<b>166,806</b>	<b>864,056</b>	<b>5,270,334</b>	
<b>NET INCOME</b>	<b>767,949</b>	<b>42,313</b>	<b>-</b>	<b>(91,806)</b>	<b>(251,555)</b>	<b>466,900</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>	<b>REGULAR EDUCATION</b>	<b>SPECIAL EDUCATION</b>	<b>TOTAL ENROLLED</b>				
District of Location			-				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
<b>TOTAL ENROLLMENT</b>	<b>-</b>	<b>-</b>	<b>-</b>				
<b>REVENUE PER PUPIL</b>	<b>-</b>	<b>-</b>	<b>-</b>				
<b>EXPENSES PER PUPIL</b>	<b>-</b>	<b>-</b>	<b>-</b>				

# Appendix E: Disclosure of Financial Interest Form

Created Tuesday, July 22, 2014

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342400861025 CENTRAL QUEENS ACADEMY CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.  
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

# Appendix F: BOT Membership Table

Created Tuesday, July 29, 2014

Updated Friday, August 01, 2014

## Page 1

342400861025 CENTRAL QUEENS ACADEMY CS

### 1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Rany Ng	Chair/President	Yes		8/2012-June 2014 as chair	
2	Christine Algozo	Chair/President	Yes	Ed Committee	8/2012-June 2014 as chair	
3	Grace Chao	Treasurer	Yes	Finance Committee	8/2012 - June 2014 as treasurer	
4	Pei Pei Cheng DeCastro	Secretary	Yes		Member since 2012	
5	Kristen Gray	Member	Yes	Finance Committee	Member since 2013	
6	Jenny Rodriguez	Member	Yes	Ed Committee	Member since 2012	
7	Jason Ng	Member	Yes		Joined 2/2014	
8	Ken Lee	Member	Yes		Resigned as of 6/30	
9	Udai Tambar	Member	Yes		Resigned March 2014	
10	Aaron Ong	Member	Yes		Joined 6/2014	

### 2. Total Number of Members Joining Board during the 2013-14 school year

2

### 3. Total Number of Members Departing the Board during the 2013-14 school year

2

### 4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

15

### 5. How many times did the Board meet during the 2013-14 school year?

11

### 6. How many times will the Board meet during the 2014-15 school year?

Thank you.

## 2014-2015 Student Recruitment Report

*Describe the efforts the charter school has utilized in 2013-2014 and a plan for efforts to be taken in 2014-2015 to attract and retain a greater enrollment of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch.*

In order to attract higher numbers of English Language Learners than recruited in 2012-2013, students with disabilities, and students who are eligible for free and reduced priced lunch, we conducted the following efforts during the student recruitment season during 2014-2015:

- **Increased presence in small community organizations;** Utilizing the Vanguard marketing resources, and local newspapers running ads as early as October. We targeted 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.
- **A strong presence of “tuition-free” language on major advertisements.** This included posters and signs, main school application, postcards sent to homes of all eligible students, and email announcements.
- **Increased reach within low-income housing projects:** we placed many flyers around the buildings of several apartment complexes in targeted neighborhoods within the district and visited the libraries of several to distribute advertisements.
- **Increased translation of applications and all materials,** which were translated into multiple languages, including Spanish and Chinese. Secondary languages of applications were added this year included Tibetan, Hindi, and Bengali.
- **A longer recruitment season and higher number of information and recruitment sessions.** We began our outreach and marketing for our school four (4) months earlier and increased the number of info sessions by 35% to attract those interested in applying for admission to the school. Information sessions were publicized around the community and in areas of higher concentrations of families from diverse backgrounds and in lower income neighborhoods.
- **Strategic selection of recruitment staff** to represent several different home languages: Spanish, Cantonese, Mandarin, Tibetan, Nepalese, Hindi, Bengali, Gujarati, and English.
- **Increased numbers of recruitment staff** dedicated to student recruitment to increase the volume of people passing out applications, attending community services, making community announcements, sending out announcements in targeted neighborhoods within the district, and recruiting friends with school-aged children to apply for admission.
- **Recruited and hired a Family Engagement Coordinator.** Beginning in March, our new FEC assisted in the outreach effort by leading and empowering parents to have an impact in advocating for the school. Advocacy for the school included but was not limited to: flyer distribution and word of mouth which increased our outreach efforts.
- **Implementation of the Family Council** was created to add cohesiveness and as a result has increased the available for parents to be well trained on recruitment strategies and increased our outreach training sessions for more effective results, which increase or application intake by 35%.

In order to attract even larger percentages of students who identify as English Language Learners, students with disabilities, and students who are eligible for free and reduced priced lunch, we plan to implement the following strategies:

- **Involve a higher number of our current families in recruitment:** since many of our current students identify as English Language Learners, have special needs, or receive free or reduced lunch, and members of a community often surround themselves with others who are similar, involving our parents much earlier in the year and offering incentives for their involvement or recruitment of the families may help increase these populations.
- **Hold information sessions open to the community:** Unlike in 2013-2014, we plan to partner with community organizations to hold educational information sessions in which we highlight the work of

the school and strive to offer a program (i.e. best practices in literacy, math strategies, helping your child with homework) to current families and prospective families.

- **Deepen our presence within select community organizations:** In addition to spreading across several organizations, we plan to partner starting from both a much earlier point in the year and in a deeper, more strategic manner. In 2013-2014, we made a general presence at several community organizations. We seek to get involved throughout the year in programs that target the age group we are seeking to reach through activities, recruitment events targeted at kids and families, and information sessions for parents or older siblings.
- **Strategize our reach within medical offices:** in 2013-2014, we reached a wide range of medical offices and hospitals in the community. However, in order to increase our reach with the special needs community, we could create specific advertisements with language tailored to families of students with specialized needs.
- **Began recruitment earlier in the year:** we plan to begin our student recruitment efforts in the late fall of 2014 for the season. In 2014-2015, we started our student recruitment efforts in October, the midpoint of the year. Starting earlier will allow us sufficient time to reach a diversity of population, build stronger relationships with community organizations, and encourage our current families to spread the word within their respective communities.

In order to retain large numbers of English Language Learners, students with disabilities, and students who are eligible for free and reduced priced lunch, we used the following practices throughout the school year.

- **Special Education services:** For students in need of 12:1:1 classes, we worked closely with parents and served as a liaison with CSE to provide parents the option for their students to receive SETS and other specialized services to meet their IEP goals, or we gave parents the option of selecting another school with 12:1:1 services and helped them select and transition to that school. In addition, we hired external personnel to provide speech counseling and physical therapy, and we provided push in and pull out Special Education services.
- **ESL services:** For ELL students, we provided both push in and pull out services to students needing extra ESL support and we worked with parents to better understand how to support their students learning or strengthening English speaking, literacy, and comprehension skills.
- **Parent liaisons:** Parents were encouraged to spread the word that we are small and services kids with disabilities and within their direct communities.
- **Multi-lingual staff:** In 2013-2014, 30% of our team spoke Spanish as a second or first language and 20% of our staff spoke Chinese languages, which are our most predominant languages spoken in the school. This has supported us as we work with families to support student needs.
- **Free and reduced school services:** In 2013-2014, students received bus transportation provided by the NYC DOE, tuition, books, and tutoring for no additional price at the school. Small fees were requested for participation in the after school program and uniforms. Greatly reduced prices has allowed us to maintain an enrollment of 87% of students who qualify for free and reduced lunch in a district where only 75% on average receive this service.

For next year, we plan to implement some of the following practices to retain a high percentage of students from low-income communities, diverse backgrounds, and with special needs:

- **Special Education and ESL services:** We doubled the number of teachers servicing these populations, so that we have two teachers to service students with ESL and Special Education services in the core content area in each grade.
- **Parent involvement:** We have hired a Family Engagement Coordinator to support us with parent organizing in a few primary capacities: a parent liaison for the supports students receive in school, a source to support the efforts and involvement of parents in student recruitment for 2013-2014, and a place to receive information about community and school services. In addition, the new member of the team speaks 3 other languages in addition to English.
- **Multilingual staff:** 25% of our new staff members speak a language in addition to English.



- **Free and reduced school services:** In 2013-2014, students will again receive tuition, books, bus transportation provided by the NYC DOE, and tutoring for no additional price at the school. Small fees will again be requested for participation in the after school program and uniforms. Providing highly subsidized programs and services will allow us to continually service a higher percentage of students from low-income communities.

# Appendix I: Teacher and Administrator Attrition

Created Tuesday, July 22, 2014

Updated Tuesday, July 29, 2014

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## Page 1

Charter School Name: 342400861025 CENTRAL QUEENS ACADEMY CS

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

### 2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
7	12	1

### 2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
4	6	1

Thank you