

Central Queens Academy Charter School

**2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**



Submitted to the SUNY Charter Schools Institute on:

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Suyin So, Executive Director, prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Rany Ng	Co-Chairwoman, Executive Committee
Christine Algozo	Co-Chairwoman, Education Accountability Committee
Udai Tambar	Vice-Chairwoman, Executive Committee
Grace Chao	Treasurer, Executive Committee, Finance and Audit Committee
Pei Pei Cheng-de Castro	Secretary, Executive Committee, Personnel Task Force
Kristen Gray	Finance and Audit Committee
Ashish Kapadia	Education Accountability Committee
Kenneth Lee	Facility Task Force
Jenny Rodriguez	Education Accountability Committee

Suyin So has served as the school leader since 2011. Jesse Tang has served as CQA's Principal since July 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 and 8, 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 four 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.

CQA 2012-2013 Student Demographics

- 110 fifth-grade scholars
- 85% qualify for free/reduced meal programs
- 69% identify as English Language Learners (ELL) and/or primarily speak a language other than English at home
- 64% Hispanic/Latino
- 20% Asian/Pacific Islander
- 9% African-American
- 7% Caucasian/White
- 43% Male
- 57% Female
- 16% Special Education/Individualized Education Plan
- Year-to-date Attendance:
 - Students: 96%
 - Teachers: 100%

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10														
2010-11														
2011-12														
2012-13						110								110

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

CQA's ELA curriculum 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. 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 Guided Reading program is also a central part of our ELA program. Four times per week, students receive on-level instruction in small groups (between 4-12 students per group, depending on level). Students are 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 Guided Reading practices and our Literacy Program Coordinator owns the management and supervision of this program.

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 3-8.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th grade in April 2013. 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.

2012-13 State English Language Arts Exam

¹ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.

Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	109		1		110
6					
7					
8					
All	109		1		110

Results

Because 2012-2013 was CQA's first year of operation, none of our students were in their second year. As such, we will not have student achievement data directly responsive to this metric until the end of the current 2013-2014 school year. Of the 109 fifth-grade CQA students taking the 2012-2013 ELA exam, 22% attained at or above proficiency.

Performance on 2012-13 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	Number Tested	Percent	Number Tested
3				
4				
5	22%	109	N/A	N/A
6				
7				
8				
All				

Evaluation

As discussed above, because 2012-2013 was CQA's first year of operation, none of our students were in their second year. However, of the 109 fifth-grade CQA students taking the 2012-2013 ELA exam, 22% attained at or above proficiency. None of CQA's English Language Learner (ELL) students met proficiency, compared to about 4% of fifth grade ELL students citywide. To meet

² 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.

the goals set forth in our accountability plan, CQA instructional leadership and staff have conducted an exhaustive review of our pedagogical and curricular approach for ELA, as well as added key staff with the aim of improving our proficiency rates to meet our goals.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	N/A		N/A		N/A	
6						
7						
8						
All						

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 Annual Measurable Objective (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 current year’s English language arts AMO. 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 200.³

Results

In 2012-2013, 109 CQA fifth-grade students took the ELA New York State Assessment, with 22% attaining proficiency.

³ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
109	27.5	50.5	15.6	6.4

$$\begin{aligned}
 \text{PI} &= 50.5 + 15.6 + 6.4 = 72.5 \\
 & \quad \quad \quad 15.6 + 6.4 = \underline{22} \\
 \text{PLI} &= 94.5
 \end{aligned}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program

Leave Blank

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.⁴

Results

Because 2012-2013 was CQA's first year of operation, none of our students were in their second year. As such, we will not have student achievement data directly responsive to this metric until the end of the current 2013-2014 school year. Of the 109 fifth-grade CQA students taking the 2012-2013 ELA exam, 22% attained at or above proficiency, compared to 31.7% of the surrounding district, Community School District 24.

2012-13 State English Language Arts Exam Charter School and District Performance by Grade Level

⁴ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	N/A		31.7	4354
6				
7				
8				
All				

Evaluation

CQA cannot report on this section because no students enrolled in 2012-2013 were in their second year of enrollment.

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					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	N/A		N/A		N/A	
6						
7						
8						
All						

ELA Goal 1: Comparative Measure

ELA Goal 1: Growth Measure

Based on guidance from CSI, the sections concerning Goal 1: Comparative Measure and Goal 1: Growth Measure are intentionally left blank.

OPTIONAL MEASURES

CQA does not have any optional measures in its Accountability Plan.

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.	N/A
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
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.	N/A
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 2011-12 school district results.)	N/A
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.	N/A
	Write in optional measure here	N/A

Action Plan

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

We will double the amount of literacy professional development for all teachers to use across content areas. All teachers will receive 10 hours in 2013-2014, and the English department will have on average 2-4 additional hours of PD each month. CQA will also double the amount of professional development around Guided Reading we provided to teachers previously. Each teacher will receive 16 hours in 2013-2014.

Guided Reading

A staff member will systematically observe and coach guided reading based-on a standard rubric in order to ensure consistency in implementation of best practices and to systematize the professional development path for staff. To ensure student growth, each GR teacher will be observed and received feedback on a regular basis. These sessions will focus on the quality of their implementation. In both Guided Reading and across content area classes, there will be a heavy focus on close reading and writing about reading this year. This element was missing in our core program last year and represents one significant focus shift in the Common Core. Thus, students will receive multiple exposures to close reading and writing about reading throughout the day in multiple contexts. Student learning focus areas will include the analysis of text-dependent close reading questions, short constructed responses, and extended response on each round of Interim Assessments.

Curriculum Review

A complete curriculum review will be conducted for each teacher every 4-6 weeks with alignment to Common Core Learning Standards. Teachers will also receive one coaching session each month about writing curriculum, with an emphasis on Common Core alignment.

Interventions

We have developed a tiered strategic interventions approach for our struggling readers. For the most struggling students, we will tutor them 3 times per week in small (3:1 phonics & decoding sessions) (Tier 3). We have arrived at this intervention after examining our reading level data at both grades. There is a significant portion of students who are still learning to read and not yet reading to learn. As their counterparts can read fluently and accurately, these students need intensive phonics intervention to increase their ability to decode text. For medium-tiered (Tier 2) students, our approach will be to provide smaller Guided Reading groups and a shorter cycle of conferring and data-gathering for teachers. This intervention will allow for more face time with teachers and allow the push for student comprehension. The conferring model is premised upon those key interactions to push student understanding of a text. By increasing its frequency, we will accelerate student reading level growth. Students in Tier 1 with the “lightest” needs will receive double the conferring time for Tier 2 readers. In this same vein, we seek to provide higher levels of support within the instructional block so that our students who need this “light” push can receive it without any other intervention.

MATHEMATICS

Goal 1: 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 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 mathematics examination for grades 3-8.⁵

Method

The school administered the New York State Testing Program mathematics assessment to students in 5th grades in April 2013. 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.

2012-13 State Mathematics Exam

Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶			Total Enrolled
		IEP	ELL	Absent	

⁵ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

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

3					
4					
5	110				
6					
7					
8					
All					

Results

Because 2012-2013 was CQA’s first year of operation, none of our students were in their second year. As such, we will not have student achievement data directly responsive to this metric until the end of the current 2013-2014 school year. Of the 110 fifth-grade CQA students taking the 2012-2013 ELA exam, 43.6% attained at or above proficiency. Within this cohort, students receiving English Language Learners (ELLs), CQA’s target student population outperformed the city proficiency rates for ELL students. About 16.6% of CQA fifth-grade ELL students attained level 3 and 4, compared to 10.2% of the fifth-grade ELL students tested citywide. CQA’s former ELL students, however, show that there is work to be done, attaining proficiency at 18% compared to 33.7% citywide. This year, CQA will be intensifying our efforts to methodically use data to drive student achievement and amplify classroom teaching techniques with strong professional development.

**Performance on 2012-13 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	Number Tested	Percent	Number Tested
3				
4				
5	43.6	110	N/A	N/A
6				
7				
8				
All				

Evaluation

Although as stated above CQA did not have students enrolled in at least their second year and does not have data directly responsive to this metric, our initial first-year results show promise in our program. About 44% of our fifth-grade students attained proficiency.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	N/A	N/A	N/A	N/A	N/A	N/A
6						
7						
8						
All						

Goal 1: 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 Annual Measurable Objective (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 current year’s mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

Results

Because 2012-2013 was CQA’s first year of operation, none of our students were in their second year. As such, we will not have student achievement data directly responsive to this metric until the end of the current 2013-2014 school year. Of the 110 fifth-grade CQA students

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

	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	N/A		34.1	4449
6				
7				
8				
All				

Evaluation

Narrative explicitly stating whether or not the school met the measure; i.e., whether the charter school fell short of, equaled or exceed the aggregate district performance and by how much. In addition the evaluation may also include a discussion of specific grade levels' comparative performance.

Additional Evidence

Narrative provides a discussion of the charter school's performance in comparison to the local district in previous years. In addition, the school can use a supplemental table for this section on a comparison of the charter school to selected local schools. The table shell appears on page 68 in the Appendix.

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					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	N/A		N/A		N/A	34.1
6						
7						
8						
All						

Math Goal 1: Comparative Measure

Math Goal 1: Growth Measure

Based on guidance from CSI, the sections concerning Goal 1: Comparative Measure and Goal 1: Growth Measure are intentionally left blank.

OPTIONAL MEASURES

CQA does not have any optional measures in its Accountability Plan.

Summary of the Mathematics Goal

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	N/A
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.	N/A
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.	N/A
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 2011-12 school district results.)	N/A
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.	N/A
	Write in optional measure here	N/A

Action Plan

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 Math. While

the plan is continually refined, we have identified the following priority areas:

Professional Development

We will increase the amount of mathematics development for math teachers. All teachers will receive two days of curricular training in 2013-2014, and the Math department will have on average 2-4 additional hours of PD each month.

Curriculum Review

A complete curriculum review will be conducted for each teacher every 4-6 weeks with alignment to specific standards. Teachers will also receive one coaching session each month about writing curriculum, with an emphasis on standards alignment.

In addition, we identified that the Math in Focus program and our math approach did not sufficiently address the higher expectation to solve multi-step word problems in both extended and short response format on the new exam. Thus, we will increase our focus on this area by complementing our Math in Focus curriculum with the Connected Mathematics approach which focuses heavily on solving real-world problems and open-ended tasks.

Interventions

We have developed strategic interventions approach for our struggling learners.

For our most struggling students who need intervention with regards to basic operations, fractions and decimals, a staff member will provide small-group intervention for students using the Camelot Math Intervention program. This program was selected for its ease of use through the straightforward teachers' manual and manipulative kits. Beyond that, it has proven an effective intervention that pushes Common Core standards around arithmetic and adheres to the RTI model of intervention.

For students in need of skill reinforcement based on the current topic(s) within the curriculum, students will receive additional practice time on the web-based program Khan Academy, which allow students to receive differentiated on-level instruction in the areas they most need. Based on need, they will receive between 50-100 minutes of Khan Academy time per week.

SCIENCE

Goal 3: Science

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

Background

CQA's Science curriculum is 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. Science units run for approximately 4-6 weeks and conclude with a performance task, which is aligned to the Next Generation Science

Standards. 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.

Because 2012-2013 was CQA's first year of operation, none of our students were in their second year. As such, we will not have student achievement data directly responsive to this metric until the end of the 2015-2016 school year when our first cohort of 8th grade students take the New York State Science exam.

Action Plan

To ensure that CQA is progressing toward meeting the Science Goals as set forth in our charter, CQA has devised an action plan that is continually refined but contains the following priority areas.

Professional Development

Last year, our science teacher did not attend any external PD's around Science Instruction. This year, we intend to send each Science Teacher to at least one external PD or conference that will help them improve their practice.

Non-fiction Reading / Writing evidence-based claims

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, annotation and writing evidence-based claims in order to strengthen their skills of reading and writing in science.

Curriculum Review

A complete curriculum review will be conducted for each teacher every 4-6 weeks with alignment to specific standards. Teachers will also receive one coaching session each month about writing curriculum, with an emphasis on standards alignment.

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 5: NCLB

CQA will make Adequate Yearly Progress.

Goal 5: 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 which 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 2012-2013 school year.

NCLB Status by Year

Year	Status
2010-11	N/A
2011-12	N/A
2012-13	Good Standing/School in Need of Improvement